

*College Park Infant School*  
Primary P.E. & Sports Premium  
2020 - 2021



*Children Playing, Improving & Smiling*

# Evidencing the Impact of the Primary PE and Sport Premium

Website Reporting Tool  
Revised November 2019

Commissioned by



Department  
for Education

Created by



YOUTH  
SPORT  
TRUST





It is important that your grant is used effectively and based on school need. The [Education Inspection Framework](#) (Ofsted 2019 p64) makes clear there will be a focus on **‘whether leaders and those responsible for governors all understand their respective roles and perform these in a way that enhances the effectiveness of the school’**.

Under the [Quality of Education criteria](#) (p41) inspectors consider the extent to which schools can articulate their curriculum (INTENT), construct their curriculum (IMPLEMENTATION) and demonstrate the outcomes which result (IMPACT).

To assist schools with common transferable language this template has been developed to utilise the same three headings which should make your plans easily transferable between working documents.

Schools must use the funding to make **additional and sustainable** improvements to the quality of Physical Education, School Sport and Physical Activity (PESSPA) they offer. This means that you should use the Primary PE and Sport Premium to:

- Develop or add to the PESSPA activities that your school already offer
- Build capacity and capability within the school to ensure that improvements made now will benefit pupils joining the school in future years

Please visit [gov.uk](#) for the revised DfE guidance including the 5 key indicators across which schools should demonstrate an improvement. This document will help you to review your provision and to report your spend. DfE encourages schools to use this template as an effective way of meeting the reporting requirements of the Primary PE and Sport Premium.

We recommend you start by reflecting on the impact of current provision and reviewing the previous spend.

Schools are required to [publish details](#) of how they spend this funding as well as on the impact it has on pupils’ PE and sport participation and attainment by the end of the summer term or by **31<sup>st</sup> July 2021** at the latest.

We recommend regularly updating the table and publishing it on your website throughout the year. This evidences your ongoing self-evaluation of how you are using the funding to secure maximum, sustainable impact. Final copy must be posted on your website by the end of the academic year and no later than the 31st July 2021. To see an example of how to complete the table please click [HERE](#).

Support for review and reflection - considering the 5 key indicators from DfE, what development needs are a priority for your setting and your pupils now and why? Use the space below to reflect on previous spend and key achievements and areas for development.

Key achievements to date until July 2020:	Areas for further improvement and baseline evidence of need:
<ul style="list-style-type: none"> <li>• 18% of Year 2 pupils meet the expected standard for end of KS2 in swimming(25 metres) by March 2020 (prior to partial closure of schools).</li> <li>• Data tracking in previous years shows consistently high standards upheld in PE (97%, 97% &amp; 96% of pupils achieving the expected standard or above in Years R, 1 &amp; 2 respectively).</li> <li>• Monitoring shows that the standard of PE and swimming teaching is high with effective teaching points given to groups and individuals.</li> <li>• Children greatly enjoy PE and swimming with very few missed lessons.</li> <li>• Lunchtime sports impacts on children’s progress and confidence and staff expertise.</li> </ul>	<ul style="list-style-type: none"> <li>• To promote the mental and physical health &amp; wellbeing of all, promoting healthy lifestyles that become habits for life.</li> <li>• To continue to raise the expertise of staff with regard to progression of sports skills so they in turn can provide improved progression that challenges and engages.</li> <li>• To provide opportunities for pupils who had limited activity during partial closure to build stamina and skill in physical activity</li> <li>• To provide opportunities for children to experience a broader range of activities and to recognise there are many different ways to exercise the body and mind.</li> <li>• To provide skills progression that allows activities to be modified or extended in response to a pupil’s needs.</li> </ul>

Meeting national curriculum requirements for swimming and water safety.	
<p>What percentage of your current Year 6 cohort swim competently, confidently and proficiently over a distance of at least 25 metres?  <b>N.B.</b> Even though your pupils may swim in another year please report on their attainment on leaving primary school at the end of the summer term 2020.</p>	<p>We would usually provide this data for Year 2 but it could not be gathered due to the partial closure caused by the Covid-19 pandemic in Summer 2020. However by March 18% had already achieved their 25m award.</p>
<p>What percentage of your current Year 6 cohort use a range of strokes effectively [for example, front crawl, backstroke and breaststroke]?</p>	<p>N/A</p>

What percentage of your current Year 6 cohort perform safe self-rescue in different water-based situations?	N/A
Schools can choose to use the Primary PE and Sport Premium to provide additional provision for swimming but this must be for activity <b>over and above</b> the national curriculum requirements. Have you used it in this way?	<p><b>Yes/No</b></p> <p>As it is not statutory for KS1 but we have our own pool and are teaching children life skills as we live on an island.</p>

## Action Plan and Budget Tracking

Capture your intended annual spend against the 5 key indicators. Clarify the success criteria and evidence of impact that you intend to measure to evaluate for pupils today and for the future.

<b>Academic Year:</b> 2020/21	<b>Total fund allocated:</b> £18,360	<b>Date Updated:</b> 16/10/2020		
<b>Key indicator 1:</b> The engagement of <u>all</u> pupils in regular physical activity – Chief Medical Officer guidelines recommend that primary school pupils undertake at least 30 minutes of physical activity a day in school				Percentage of total allocation: 57%
Intent	Implementation		Impact	
Your school focus should be clear what you want the pupils to know and be able to do and about what they need to learn and to consolidate through practice:	Make sure your actions to achieve are linked to your intentions:	Funding allocated:	Evidence of impact: what do pupils now know and what can they now do? What has changed?:	Sustainability and suggested next steps:
1. Extend the range of physical activity at lunchtimes and playtimes (through activities, coaching & resourcing) to engage more pupils in sustained physical activity so that they are physically healthy, which will impact on mental well-being and capacity to learn.	<ul style="list-style-type: none"> <li>• Skilful Sports Company to plan and deliver lunchtime sports coaching sessions for all year groups 3 days a week.</li> <li>• Lunchtime staff to supervise and participate where appropriate, so that they are up-skilled and they are setting an example to children.</li> <li>• PE manager to gather feedback from pupils and staff regarding impact on learning during afternoons and progress made in skills development.</li> </ul>	£6,000	(From September – November 2020 April - July 2021 only due to Covid-19 restrictions) Pupils show enjoyment in Sports sessions, particularly enjoying the range of activities that they experience. They are all able to talk about what they have got better at over time, and how this exercise is contributing to their health and wellbeing. This activity helps the school to provide the full 2 hours quality PE and Sport in addition to the regular PE lessons. Teachers comment on the increased skills demonstrated by children, but full impact over time not measured.	The new leadership from September 2021 will look at this provision further across the new King's Academy College Park (Infant and Junior).
2. Ensure regular high quality in swimming lessons for Year 1 and 2 pupils ensuring teachers look carefully	<ul style="list-style-type: none"> <li>• Repair, maintenance and update of the swimming pool.</li> </ul>	£4,000	Swimming could not take place this year due to pandemic restrictions (inability to socially distance the	Pool repairs are currently being costed and it is hoped that these can be carried out as early as possible in the Autumn term as a

<p>at the starting points of children due to Covid-19. In a 4-form entry school where hall space is limited, swimming lessons form an important part of our PE curriculum and contribute to the full high quality PE and Sport provision to Years 1 &amp; 2.</p> <p>3. Continue Wake and Shake within the class using recorded routines. Increase awareness of another way to be active.</p>	<ul style="list-style-type: none"> <li>Teachers know the starting points of individual children to help in their development.</li> <li>Teachers new to swimming are trained by current outstanding teachers who are released from classes during lessons.</li> <li>Swimming teachers are released to learn from each other to improve the quality of their teaching.</li> <li>Involvement data collected from in school and any remote learning and monitored.</li> <li>Track and measure progress in terms of stamina, coordination, enjoyment, etc.</li> </ul>	<p>£500</p>	<p>necessary volunteers and then due to pool leak and boiler failure.</p> <p>Always an important part of our school and promoting of a healthy lifestyle and the enjoyment of exercise. Recorded routines provided during remote education was well received and praised by families. Many families have since asked for further sessions that they can join in with.</p>	<p>priority.</p> <p>Consider ways to develop this further into the junior department of the new school.</p>
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<p><b>Key indicator 2: The profile of PESSPA being raised across the school as a tool for whole school improvement</b></p>	<p>Percentage of total allocation: 15%</p>
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Intent	Implementation		Impact	
<p>Your school focus should be clear what you want the pupils to know and be able to do and about what they need to learn and to consolidate through practice:</p>	<p>Make sure your actions to achieve are linked to your intentions:</p>	<p>Funding allocated:</p>	<p>Evidence of impact: what do pupils now know and what can they now do? What has changed?:</p>	<p>Sustainability and suggested next steps:</p>
<p>1. Provide key resources to meet both the physical and sensory needs of all children to that learners' progress from starting points is maximized in recovery from Covid-19 pandemic.</p>	<ul style="list-style-type: none"> <li>Promote healthy lifestyles to families (physical challenges, incentive schemes, healthy eating guidance, etc.).</li> <li>Running lunch events to promote take up of balanced school meals.</li> <li>Release staff to plan, organize and implement the above activities.</li> <li>Gather feedback from pupils, staff and pupils.</li> </ul>	<p>£1000</p>	<p>Daily in hall with LSA for identified children. Purchasing extra resources enabled us to offer a greater range of activities, and provide more specifically for individual needs. Teachers reported children calmer and more ready to learn on return to class. Benefits of routine recognized by MABS.</p>	<p>A group of children, who would benefit from a sensory circuit, will be identified. External training for further LSAs would be beneficial.</p>

<p>2. Provide teachers with training in Yoga and promote the Mental Health and Wellbeing of children across the school.</p>	<ul style="list-style-type: none"> <li>• Conduct Baseline of Reception and track progress made against new ELG (Early Adopter).</li> <li>• Promote Mental and Well-Being of children across the whole school through a 'Hello Yellow Day' where children will develop strategies and take part in Yoga to also develop their fitness.</li> <li>• Children to have lessons from a Yoga practitioner and upskill staff in strategies to promote good mental health and wellbeing.</li> </ul>	<p>£1,810</p>	<p>As a result of evidence from assessments enabled referral to be made to Occupational Health.</p> <p>Due to the pandemic restrictions, the yoga session could not go ahead as planned. Emphasis therefore was on in house CPD with the Mental Health and Wellbeing lead who led sessions in strategies to promote good mental health that can be used in class. A wellbeing blog went live during lockdown to support families at home. This was well contributed to.</p>	<p>Yoga sessions should be prioritised next year to build on the current use of mindfulness in class (eg. Cosmic yoga). A class for adults could also be considered once again.</p>
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<p><b>Key indicator 3: Increased confidence, knowledge and skills of all staff in teaching PE and sport</b></p>	<p>Percentage of total allocation:</p>
<p>14%</p>	

Intent	Implementation		Impact	
<p>Your school focus should be clear what you want the pupils to know and be able to do and about what they need to learn and to consolidate through practice:</p>	<p>Make sure your actions to achieve are linked to your intentions:</p>	<p>Funding allocated:</p>	<p>Evidence of impact: what do pupils now know and what can they now do? What has changed?:</p>	<p>Sustainability and suggested next steps:</p>
<p>1. Collaboration with specialist PE/Sports coaches. With increased staff confidence, knowledge and skills pupils will be better taught. Staff will be able to more clearly spot pupils with potential and signpost, also support those less keen or able. They will be able to differentiate effectively within a skills progression in response to pupils' needs.</p> <p>2. Ensure regular high quality swimming lessons for Year 1 and 2 pupils. Water safety will continue to</p>	<ul style="list-style-type: none"> <li>• Tennis coach to provide tennis coaching/taster sessions to all children. Teachers to work alongside coaches to develop their skills teaching and knowledge of skills progression.</li> <li>• Curriculum manager and SLT to evaluate impact on teaching and learning in PE.</li> <li>• Water safety award training for 10 staff to enable them to</li> </ul>	<p>£1,800</p> <p>£800</p>	<p>Skilful Sports coaches in Autumn and Summer term. (due to pandemic restrictions).</p> <p>Safety award did not take place due to swimming pool out of action.</p>	<p>With an uninterrupted year ahead we need to increase the children's experience of a range of sports, something that has been limited over the last 2 years.</p> <p>All teaching staff to take training in Autumn Term after pool repairs.</p>



have a high focus which is of vital importance given the geography of the local area.	teach swimming.			
<b>Key indicator 4: Broader experience of a range of sports and activities offered to all pupils</b>				Percentage of total allocation: 11%
Intent	Implementation		Impact	
Your school focus should be clear what you want the pupils to know and be able to do and about what they need to learn and to consolidate through practice:	Make sure your actions to achieve are linked to your intentions:	Funding allocated:	Evidence of impact: what do pupils now know and what can they now do? What has changed?:	Sustainability and suggested next steps:
<p>1. Provide further opportunities to develop water confidence and swimming ability for targeted pupils who have had less swimming experience than others or less confidence for whatever reason. As a school in Portsmouth, an area surrounded by water, we believe that all children should be able to swim from a young age.</p> <p>2. Facilitate opportunities for pupils to take part in a variety of different PE/Sport activities in PE lessons, playtimes &amp; outdoor activities.</p>	<ul style="list-style-type: none"> <li>• Offer extra swimming lessons free of charge for specifically identified pupils.</li> <li>• Progress monitored to measure impact on both water confidence and swimming ability.</li> <li>• Replace and invest in high quality sport equipment for PE lessons, playtimes and Year R outdoor play activities</li> <li>• Engage with outside practitioners to help develop teacher's development in other sports activities e.g. tennis, yoga</li> </ul>	<p>£150</p> <p>£1,800</p>	<p>Swimming pool unavailable (see above)</p> <p>By replacing perishables children were able to benefit from using high quality equipment in ample numbers to allow for a range of individual and group activities. Wake and Shake sessions were filmed to continue providing benefits to concentration, readiness to learn, co-ordination and balance during the lockdown period.</p>	<p>With an uninterrupted year ahead we need to increase the children's experience of a range of sports, something that has been limited over the last 2 years. Parents need to be signposted to relevant activities out of school.</p>

Key indicator 5: Increased participation in competitive sport				Percentage of total allocation:
				3%
Intent	Implementation		Impact	
Your school focus should be clear what you want the pupils to know and be able to do and about what they need to learn and to consolidate through practice:	Make sure your actions to achieve are linked to your intentions:	Funding allocated:	Evidence of impact: what do pupils now know and what can they now do? What has changed?:	Sustainability and suggested next steps:
As a school with very limited amount of outdoor space and no grass, we need to increase pupils' access to a variety of sporting events and competitions.	<ul style="list-style-type: none"> <li>Organise with Hampshire Virtual Sports events that encourage children to take part in competitive sports.</li> <li>Promote inter-schools competition in super bubbles e.g. running competition</li> </ul>	£500	These were not available. We were able to allow competition between classes once bubbles were lifted.	This should be a priority next year if restrictions allow.

Signed off by	
Head Teacher:	<i>Jan Lathem</i>
Date:	27.11.2020
Subject Leader:	
Date:	
Governor:	
Date:	