

# Primary PE and Sports Premium 2020-21



Key achievements to date until July 2020:	Areas for further improvement and baseline evidence of need:
<ul style="list-style-type: none"> <li>• Yoga implemented across year groups and yoga hut built which is used for lessons and playtimes as a calm space</li> <li>• Daily mile improved fitness of year 5 and 6</li> <li>• Participation in Harrow Football tournament after restrictions ended (COVID caused competitions close)</li> <li>• Purchase of PE passport, teachers are now conducting assessments live and have access to specialised teaching videos</li> <li>• Sport Leaders introduced per year group due to COVID restrictions and along with new equipment for each year group increased activity at playtimes</li> <li>• Playground signage to promote active play opportunities</li> </ul>	<p>Focus on healthy packed lunches as a whole school approach (did not conduct due to COVID)</p> <p>Implement daily mile across school to increase positive attitude towards walking and running (new playground markings ordered)</p> <p>Introduce table tennis in curriculum to open opportunities for different sport</p> <p>Enter more competitions on HST</p> <p>Further develop CPD and review progress</p> <p>Support and involve the least active children by providing <b>targeted</b> activities post COVID-19 (Change 4 Life and Teach Active to be considered as intervention in all year groups)</p>

Did you carry forward an underspend from 2019-20 academic year into the current academic year?

YES/NO \* Delete as applicable

**Total amount carried forward from 2019/2020**     **£33,783**  
**+ Total amount for this academic year 2020/2021**   **£21,400**  
**= Total to be spent by 31st July 2021**                 **£55,183**

# Swimming Report 2020-21



Swimming for all children in this cohort did not take place in November 2020 and from January until 2nd April due to Covid 19 and the national closure of all primary schools

What percentage of your current Year 6 cohort swim competently, confidently and proficiently over a distance of atleast 25 metres?  
**N.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 2021.

73%

What percentage of your current Year 6 cohort use a range of strokes effectively [for example, front crawl, backstroke and breaststroke?]

73%

What percentage of your current Year 6 cohort perform safe self-rescue in different water-based situations?

73%

Schools can choose to use the Primary PE and sport premium to provide additional provision for swimming but this must be for activity **over and above** the national curriculum requirements. Have you used it in this way?

No

# Evaluation of and impact of PE & Sports Premium Funding 2020-21



<b>Academic Year:</b> 2020/21	<b>Total fund allocated:</b> £27,671	<b>Date Updated:</b> July 2021
-------------------------------	--------------------------------------	--------------------------------

<b>Key indicator 1:</b> The engagement of <u>all</u> pupils in regular physical activity – Chief Medical Officers guidelines recommend that primary school pupils undertake at least 30 minutes of physical activity a day in school	Percentage of total allocation: %
--	--------------------------------------

Intent	Implementation	Impact	Sustainability and suggested next steps:
<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>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>To increase physical activity of all pupils outside of PE lessons.</p> <p>Develop regular walking/ running opportunities (daily mile) for all children.</p> <p>Ensure all children have access to bat, ball, skipping &amp; play equipment opportunities to maximise activity at playtimes (40 minutes daily)</p> <p>Ensure indoor physical activity classroom breaks are taken daily.</p> <p>Develop SMSAs ability to encourage active play.</p>	<p>Children across year groups 5 &amp; 6 participated in the daily mile and the range and profile of playground equipment was targeted to maximise active play to meet government suggestion of 60 minutes of exercise per day.</p> <p>Go noodle used by all teachers for movement breaks indoors particularly during wet weather</p> <p>Children given a range of play equipment per year group to look after and sport leaders to manage. Games printed out and put into files for SMSAs to use in play cupboard.</p>	<p>Play equipment: £4116</p> <p>Pupils that are stronger and healthier physically and mentally from outdoor exercise</p> <p>For mentally stimulated children ready to learn in the classroom</p> <p>More active children during playtimes</p>	<p>To extend the daily mile across year groups</p> <p>-New playground markings for running, jumping and physical activity.</p> <p>Teach Active subscription what offers cross curricular and active opportunities across all year groups.</p> <p>School council and sports leaders collaborate to discuss various play equipment for different types of play.</p> <p>New playground markers</p> <p>New playground signs for fitness activities.</p>

Develop Sports leader role models to encourage participation by all.	Sports leaders working across all year groups to develop play time sports and physical activity	sport leader clothing: £290	Equipment more rapidly replenished and less lost. Evidence of more participation by children more likely to not be involved because of sports leaders asking them to be involved.	Outdoor dance opportunities. Sports leader champions who specialise in leading activities eg skipping leader
--	---	-----------------------------	---	--

**Key indicator 2: The profile of PESSPA being raised across the school as a tool for whole school improvement** Percentage of total allocation: %

Intent	Implementation	Funding allocated:	Impact	Sustainability and suggested next steps:
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:		Evidence of impact: what do pupils now know and what can they now do? What has changed?:	
Develop the range of sports activities on offer through the PE curriculum and club curriculum to provide children with access to new sports.  Daily activity through access to appropriate equipment  Stickers and medals play a role in encouraging pupils to participate in	Yoga resourced with outdoor area and mats to allow the formal teaching of yoga in the curriculum  Table tennis table trailed in a club setting and additional tables ordered and introduced to curriculum for 2021. Student awards: Stickers for teachers and medals for competitive sports	£12,150  £569  £1,550  £256	Children more likely to have active playtimes, more likely to reach governments guideline of 60 minute of exercise per day  Children feel encouraged to better themselves and show determination ready for next sports day. Children become familiar with competitive	Create lesson plans on PE Passport for teachers in Table Tennis.  Continue to use bronze silver and gold medals for boys and girls sprints alongside certificates and stickers.

<p>PE</p> <p>Ensure all equipment is safe for use. Ensure all PE areas are fully resourced for class teaching</p> <p>Ensure that children are able to compete with each other both in school and across local area competitions</p> <p>Pupil awareness of gender and ethnically diverse athletes and outline the values of athletes</p>	<p>PE passport fully resourced with equipment and class sets available in all PE sports. Equipment replaced where damaged or lost. Plastic football nets replaced with robust metal posts.</p> <p>Membership of the Harrow PE Sports SLA – with membership of the Youth Trust- participation in local competitions, football and netball leagues and termly pE faculty lead meetings</p> <p>Certificates given during sports week promote sportsmanship values. Medals given out for sprint races to emphasise competition and celebrating success.</p> <p>Display in hall with character from ethnic minority background and clear precise information on what it means to be an athlete</p>	<p>Hockey-£994 Tennis- £76 Netball- £209 Athletics- £606 Football- £485 Basketball-£175 Storage bags: £117</p> <p>Repairs: £786</p> <p>Harrow SLA £1,500</p>	<p>element in sports</p> <p>Pupils have more relatable identify with the athlete and feel more confident taking up sport</p> <p>Opportunities to compete against local schools in Harrow, participation in Borough Sports, Youth Trust sporting events.</p>	<p>Continue to promote diverse athletes. Bringing attention to the World Cup and Women’s European Tournament.</p> <p>Compete in as many of the inter school competitions as possible- adjust year plan to accommodate</p>
---	---	--	---	---

Key indicator 3: Increased confidence, knowledge and skills of all staff in teaching PE and sport				Percentage of total allocation:
				%
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>Ensure all staff are confident in teaching and delivering high quality PE resulting in higher quality PE learning.</p> <p>Ensure the the PE curriculum is progressional and that skills are taught correctly, at the right time and built on and that pupil progress is assessed.</p> <p>Staff being role models demonstrating correct kit</p>	<p>PE Passport purchased with specialised training videos, lesson plans, diagrams and assessments up to date with requirements of new curriculum. As an online platform PE Passport was introduced to ensure that teachers in the PE lesson had access to curriculum plans, teaching video guidance for specific skills and the ability to next step pupil progress live to maximise progress. PE equipment to go with PE Passport ordered. All staff wearing PE kit for lessons Curriculum books for staff</p>	<p>PE Passport: £350</p> <p>Timers: £60</p> <p>Staff Kit: £87</p>	<p>Pre confidence of teaching PE audit conducted before rollout. Pilot proved to increase teachers confidence and knowledge when teaching PE.</p>	<p>To become more familiar with PE Passport assessment and monitor pupils in extra curricular clubs, comparing girl and PP participation.</p> <p>Gain pupil voice through surveys about quality of PE lessons.</p> <p>Introduce teachers to table tennis sport and provide knowledge organiser</p>
Key indicator 4: Broader experience of a range of sports and activities offered to all pupils				Percentage of total allocation:

			%	
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:
See above yoga & PE Girls football relaunched for Y5 & 6	After school football club for girls ran once a week in year 6.  Competitions stopped due to COVID.		Girls more likely to get involved during football matches and play the sport  Children more intrigued about yoga and more flexible and agile as a result	Encourage pupils to take on leadership or volunteer roles that support sport and physical activity within the school  To participate in all competitions in HYST and correlated curriculum coverage with this  Record children taking part in extra sport clubs on PE passport and assess take up (examine against PP and girl participation). Cross reference with SIMs clubs

Key indicator 5: Increased participation in competitive sport				Percentage of total allocation:
				%
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:
Focus on participation in local sporting tournaments throughout school and extend offer of sporting fixtures across year groups	Most competitions stopped due to COVID  Boys participated in football inter-competition. Afterschool football, table tennis, dance and yoga clubs ran.	Football: £3,295	Children exposed to different sport and more likely to find passion and strengths in sport  Competitive element encourages children to develop sporting values and learn new skills	To sign up for all sporting competitions in the borough  To organise and attend sport fixtures, events and festivals. Purchase equipment and resources to support running a successful event.

Signed off by	
Head Teacher:	F Hopkins
Date:	23/7/21
Subject Leader:	E Crowle
Date:	23/7/21
Governor:	
Date:	