

Evidencing the impact of the Primary PE and sport premium

Website Reporting Tool

Revised October 2020

Lipson Vale Primary School 2020 / 2021
Sports Premium Report **DRAFT ONLY**

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 **31st July 2021** at the latest.

**** In the case of any under-spend from 2019/20 which has been carried over this must be used and published by 31st March 2021.**

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.

Please note: Although there has been considerable disruption in 2020 it is important that you publish details on your website of how you spend the funding - this is a legal requirement.

N.B. In this section you should refer to any adjustments you might have made due to Covid-19 and how these will influence further improvement.

Key achievements to date until July 2020:	Areas for further improvement and baseline evidence of need:

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

If any funding from the academic year 2019/20 has been carried over you MUST complete the following section. Any carried over funding MUST be spent by 31 March 2021.

Academic Year: September 2020 to March 2021		Total fund carried over: £1522	Date Updated: November 2020	
What Key indicator(s) are you going to focus on?				Total Carry Over Funding: £1522
Intent	Implementation		Impact	
<p>Your school focus should be clear how you want to impact on your pupils.</p> <ol style="list-style-type: none"> 1. Covid- providing sports equipment for individual year group bubbles to use at break & lunch and in PE. 2. Re-engaging pupils into sporting events that they would have missed out on, due to Covid End of Spr/Sum20 3. Variety of repairs / replacements needed for continued use of gym equipment – recommended just prior to 1st lockdown. Awaiting rearranged repair 	<p>Make sure your actions to achieve are linked to your intentions:</p> <ol style="list-style-type: none"> 1. Davies sports order (skipping ropes, hula hoops, skip balls, bags, stampabouts etc purchased Oct/Nov20) 2. PE leader released 3 PM over 3 weeks to allow virtual cross country competition as part of Devon Virtual games. (Aut20) Term2 3. DTGS repairs to gym equipment to allow continued use - links to number 3. 	<p>Carry over funding allocated:</p> <p>£228.61</p> <p>£195</p> <p>£622</p>	<p>Evidence of impact: How can you measure the impact on your pupils; you may have focussed on the difference that PE, SS & PA have made to pupils re-engagement with school. What has changed?:</p> <ol style="list-style-type: none"> 1. Each year group has been provided with their own sports bag full of playground equipment which is owned and organised by PE monitors. Children take these out each break and use in their areas. Children have been actively engaged each break in skills and small games using these. 2. Variety of children took part in cross country running events in school as part of Devon Games Virtual challenge. Preparation for local cross country events with 	<p>Sustainability and suggested next steps and how does this link with the key indicators on which you are focussing this academic year?:</p>

times with company.			PSSP.	
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<p>Meeting national curriculum requirements for swimming and water safety.</p> <p>N.B Complete this section to your best ability. For example you might have practised safe self-rescue techniques on dry land.</p>	<p><i>NB answering this with any accuracy is difficult due to not being able to retest / provide top up sessions for Y6 as planned. The data is taken from their Y4 experience</i></p>
<p>What percentage of your current Year 6 cohort swim competently, confidently and proficiently over a distance of at least 25 metres?</p> <p>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 2020.</p>	<p>%</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>%</p>
<p>What percentage of your current Year 6 cohort perform safe self-rescue in different water-based situations?</p>	<p>%</p>
<p>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?</p>	<p>Yes/No <i>We budgeted and planned to initially earlier this year but issues with Covid / lockdowns and swimming pool access meant that plans had to be cancelled.</i></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.

Academic Year: 2020/21	Total fund allocated: October 20 received £11,299-covering Sept20-Mar21	Date Updated: May 2021 received : Total = £19,940		
Key indicator 1: 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		
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:
For the school to be a member of the Plymouth School Sports Partnership (PSSP) in order to provide: quality support/ CPD for PE leaders, to allow access to a range of sporting competitions and events for all children at all levels, to provide access for children to sports not provided in school, to access PE specialist teaching for classes and CPD for teachers in school.	Membership into the Plymouth School Sports Partnership (PSSP), *The PSSP organise competitions across all year groups and ability levels, offer CPD, equipment loan, practical and planning support in school for teachers and for leaders, * Weekly newsletters with guidance, links, pertinent information and reminders • Links with Lipson Cooperative Academy providing a local hub and primary link specialist PE teachers to provide regular support / teaching • Opportunities to participate in the Plymouth Schools Challenge • Opportunities to receive support from PE specialist teachers • Balanceability (Y1) and Bikeability (Y6) training • Annual Conference will provide PE coordinator with ideas and knowledge to disperse throughout	£3500 (Sept 20 – Aug 21)	This year our provision from PSSP looked very different due to Covid restrictions and lockdown. Activities we intended to take part in were cancelled in some cases or not available in others. However, through PSSP we managed to: Complete Bikeability in the Autumn term with all of Y6 (x54 pupils) – 95%% achieving level 1 and 2. 5% achieving level 1 12 x Y1 took the Bikeability Balance Bike course – new for us this year. Offered to those who have not previously had this experience at home. Children took part in Devon Virtual Games activities during Term 1 and Term 2 in class and in Term 3, especially, activities were set during Remote Learning	Continue to subscribe to PSSP Increase level of participation in competitions and events as available. Continued use of PSSP specialist teacher from LCA for 3 terms teaching / CPD sessions. Bikeability level 1/2 and Balance Bikes to repeat next year. CPD opportunities including annual conference in September and regular PE Leaders Hub meetings.

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the school followed up by regular Hub meetings.

- Events and competitions will allow us to provide opportunities for more of our children to compete in or try out new sports and / or to discover their talents / demonstrate their skills and encourage them to continue sport outside school and in KS3.

Some families got involved in the Lipson – Lapland running / walking challenge in Term 2 and Term 3

PE specialist teacher Term 5 – Two Y3 classes – Gymnastics
Two Y1 classes – Multi skills (should have also been Term 1 and Term 3 but cancelled due to Covid) Staff CPD provided and children undertook activities / learnt new skills from specialist teacher. Very good feedback and enthusiasm from pupils and staff involved.

Sports Day for Y5 at Lipson Cooperative Academy in Term 6 - competition against local schools which hadn't been available otherwise this year. Y5 not able to go to main athletics competition. Prepn for next year participation in a bigger event.

Plymouth Schools Athletics Competition over two days, Y4 Team and a Year 6 Team in Intermediate Schools event. Tried new skills and competed. 1st chance for Y4 pupils to do this. Y6 pupils being enthused and encouraged to continue athletics in Y7. Lots of medal success – shared widely with rest of school and community.

Autumn Term 2020, post lockdown Spring 2021 and Summer Terms '21 2x Foundation classes, 2 x year 1 classes and 2 x Y5 classes benefited from targeted sessions with Primary

			Stars. Teachers and TAs were able to work alongside the coach during the lessons.	
<p>Use Plymouth Argyle Football Club Coaches to provide the Primary Stars offer (1 day a week throughout the academic year plus a Primary Stars after school club for one day per week)</p>	<p>Various year groups to benefit from the Primary Stars programme on a Monday. After school club to be offered to PP children and those who are more vulnerable to not partaking in sport outside school.</p>	<p>£3000</p>	<p>In Term 3 (Educare) all children in school (approx. 130 – 30 vulnerable, 12 Social Worker, 1 ECHP) benefitted from 'bubble' sports sessions as the coach continued to be provided. As groups were often smaller these children also had more individual attention on skills development.</p> <p>After School Sports club had to be offered to one year group due to Covid restrictions Combined this club with other daily AS Clubs to allow each year group (Y1 – Y6) to access a sports club weekly each term. PP / vulnerable children actively encouraged to attend / TA funded to allow over 16 children to attend each one and extra TA funded in one to allow SEND child access.</p>	
<p>. Enhanced opportunities for children across the school to engage in coaching and games activities with the sports coach on a daily basis at lunchtime.</p> <p>Sports coach to be provided through Plymouth Argyle Football Club Monday- Friday 12:15-1.30</p> <p>. 4 extra sports clubs to be offered to children after school weekly by the sports coach, throughout the year.</p>	<p>Children across the school to benefit from organised activities at lunchtime. Due to COVID restrictions this was limited to different year groups on different days. Activities ranged from supported games using provided playground equipment with KS1 to football coaching sessions (inc girls only) and a variety of supervised ball games on the school MUGA (KS2)</p>	<p>£4300</p>	<p>Due to COVID restrictions lunch time sport was limited to different year groups on different days in different parts of the school grounds. Activities ranged from supported games using provided playground equipment with KS1 to football coaching sessions (inc girls only, athletics teams coaching) and a variety of supervised ball games on the playgrounds and MUGA (KS2)</p>	

Tuesday - Friday 3.15 - 4:15pm			Dance	
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		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>Supply costs:</p> <p>Supply sports £2500 (i.e KK,SG)</p> <p>Agency supply sports £2000 (i.e PLP)</p> <p>PE resources £1698</p>		<p>£300 ref weekly gymnastic sessions - 2nd half of spring term by Mr Walbridge</p>	<p>All year 6 children participated in a series of gymnastics lessons taught by a qualified coach from PAFC, across the second half of the spring term 2021. Class teachers were involved to raise their skill level within this area.</p>	

Key indicator 3: Increased confidence, knowledge and skills of all staff in teaching PE and 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:
Specific time to be allocated to PE co-ordinators to review, update, plan and implement PE across the curriculum to ensure relevance, progression and challenge.	<ul style="list-style-type: none"> . Work on sports award mark. . Arrange and enter school into sporting events. . Review, order and organise sports equipment. . Review PE curriculum across the school. . Observation and review of sports coach teaching/sessions being provided. . Provision of PE admin time by member of office staff to co-ordinate set up of registers, draft and issue letters, contact parents etc. 		<p>Major review of the PE Curriculum undertaken as part of whole school curriculum development. Revised approach for 21 / 22. Work with another school with lead PE coordinator to discuss and review plans during this. Dissemination of plans with year groups. Discussion with coordinator from PAFC Community Links to review Sports Coach and other linked PAFC activities in school this year and to plan for next year.</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:

<p>Additional achievements:</p> <p>After school clubs to be offered by outside providers to a range of year groups at a much subsidised cost. Including activities that they would not normally have the opportunity to attend out of school</p> <p>Pupils to increase participation in local school and internal sporting events where possible during 20 / 21.</p> <p>Provide top up swimming lessons for Year 4 and Y6 students who didn't reach the 25 metre level in year 3 or Y4</p>	<p>Dance after school club to be provided to years 1 & 2 over Autumn term. Other year groups to participate in the Spring & Summer terms.</p> <p>. A member of staff with football teaching qualification will run a weekly football team club, in the Spring Term.</p> <p>Supply cover for release / accompanying adults to events Transport provided where necessary to and from events.</p> <p>. Clubs or training to be run prior to attending events and competitions.</p> <p>Extra Admin support hours where necessary for setting up and organising clubs and events.</p> <p>Awards and extra equipment purchased for Athletics event and Sports Week</p> <p>The intention was to provide: Y4 children needing to achieve 25m (from Y3) to attend a 3 week swimming course at the Life Centre in Autumn Term where they will be taught the skills and confidence needed to reach this level.</p> <p>Y6 children to be retested in one session and those still needing top up lessons to achieve 25m to have</p>	<p>£4000</p>	<p>Dance club run for Y2 in Autumn term. Restarted in Summer Term for Y1.</p> <p>Football club for Y5 run during Autumn term</p> <p>Inevitably activities beyond school were limited this year. We booked to take part in most of which were on offer but Cross Country events in Autumn and Spring were postponed then cancelled so did virtual cross country events instead (3 x p.m. sessions)</p> <p>PAFC Cluster League football tournaments for girls and boys in Y4 and Y6 started in the Summer Term – (3 x p.m. sessions) approx. 18 children took part. Girls' team in Y4 was new but developed from lunchtime sessions led by Sports Coach at their request. These children really developed as a team and did well in their games. They will be encouraged to continue as a Girls' Team next year.</p> <p>PSSP - Indoor Rowing experience and competition in school over two days for Y5 and Y6 (110 children) in Term 4. Children had the opportunity to try a new sport and test their skills against peers and within a local schools' competition.</p>	<p>All these activities can be continued in the future but hopefully there will be far more external events to take part in. Inter Year Tournaments in a variety of sports were successful and popular and should be increased.</p> <p>The School Sports Week was different due to Covid but also introduced new / different elements which were successful. E.g. running individual year group sessions for Field and Track meant that all children were taking part in activity most of the session rather than traditional track events where most children watch a lot of the time.</p> <p>Although competitive, most activities also had a fun element so that children enjoyed taking part whatever their sporting skill level.</p> <p>Format of future Sports Week to be considered. Requires funding to allow release of at least one coordinator to oversee and organise events. In</p> <p>Swimming – This is a key area of the PE curriculum to be highlighted and planned for next year after two year groups missed out last year. Year 5 will be a catch up group and Y6 will need to have top up where necessary once retested. Any carried over budget can be</p>
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	<p>daily sessions for x2 weeks.</p>		<p>Mayflower 400 Spirit of Adventure sailing day (term 5)– 25 Y5 children took part. Sports Day for Y5 at Lipson Cooperative Academy in Term 6 - competition against local schools which hadn't been available otherwise this year. Y5 not able to go to main athletics competition. Prepn for next year participation in a bigger event.</p> <p>Plymouth Schools' Athletics Competition over two days, Y4 Team and a Year 6 Team in Intermediate Schools event. Tried new skills and competed. 1st chance for Y4 pupils to do this. Y6 pupils being enthused and encouraged to continue athletics in Y7. Lots of medal success – shared widely with rest of school and community.</p> <p>Whole School Sports Week (Term 6) Every child was in one of four teams and each took part in events in their year group across the week: Cross Country style running event Field and Track events session (introducing / practicing Team Challenges Inter Year group tournament (football, benchball, dodgeball etc) Points collected from each event and cups awarded for winning teams. Children felt part of one whole school sports event. Many children tried events which they hadn't</p>	
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			<p>participated in recently or before. Competitive atmosphere but also big focus on participation, teamwork and sportsmanship.</p> <p>Swimming – due to COVID and closure of main schools' teaching pool (for repairs) no swimming took place at all during this academic year.</p>	
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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:
			<p>Plymouth Schools' Athletics Competition over two days, Y4 Team and a Year 6 Team in Intermediate Schools event. Tried new skills and competed. 1st chance for Y4 pupils to do this. Y6 pupils being enthused and encouraged to continue athletics in Y7. Lots of medal success – shared widely with rest of school and community.</p> <p>PAFC Cluster League football tournaments for girls and boys in Y4 and Y6 started in the Summer Term – (3 x p.m. sessions) approx. 18 children took part. Girls' team in Y4 was new but developed from lunchtime sessions led by Sports Coach at their request. These children really developed as a team and did well in their games. They will be encouraged to continue as a Girls' Team next year.</p> <p>Whole School Sports Week (Term 6) Every child was in one of four teams and each took part in events in their year group across the week: Cross Country style running event Field and Track events session</p>	

			<p>(introducing / practicing Team Challenges Inter Year group tournament (football, benchball, dodgeball etc) Points collected from each event and cups awarded for winning teams. Children felt part of one whole school sports event. Many children tried events which they hadn't participated in recently or before. Competitive atmosphere but also big focus on participation, teamwork and sportsmanship.</p>	
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Signed off by	
Head Teacher:	
Date:	
Subject Leader:	
Date:	
Governor:	
Date:	