

Evidencing the use of the PE and Sport Premium funding: 2019 - 2020

The DfE Vision for the Primary PE and Sport Premium

ALL pupils leaving primary school **physically literate** and with the **knowledge, skills and motivation** necessary to equip them for a **healthy, active lifestyle** and **lifelong participation** in physical activity and sport.

The funding has been provided to ensure impact against the following Objective and Indicators:

To achieve self-sustaining improvement in the quality of PE and sport in primary schools.

We would expect indicators of such improvement to include:

1. the engagement of all pupils in regular physical activity – kick-starting healthy active lifestyles
2. the profile of PE and sport being raised across the school as a tool for whole school improvement
3. increased confidence, knowledge and skills of all staff in teaching PE and sport
4. broader experience of a range of sports and activities offered to all pupils
5. increased participation in competitive sport

It is important to emphasise that the focus of spending must be sustainable and leave a lasting legacy beyond the funding allocation.

It is a statutory requirement of Ofsted, under their Common Inspection Framework, to ensure that information on the use of the Primary PE and Sport Premium is available on the school website.

Schools must use the funding to make additional and sustainable improvements to the quality of PE and sport they offer. You should not however use your funding to:

- employ coaches or specialist teachers to cover planning preparation and assessment (PPA) arrangements - these should come out of your core staffing budgets
- teach the minimum requirements of the national curriculum – including those specified for swimming

This template is designed to support you in your planning and reporting of the PE and Sport Premium funding for over an academic year.

Once completed it should be published on your website.

Academic Year:	2019 - 2020
Total Funding Allocation:	
Actual Funding Spent:	

PE and Sport Premium Actions and Outcomes

Indicator 1: The engagement of all pupils in regular physical activity – kick-starting healthy active lifestyles				
Key Actions taken	Actual Outcomes	Actual Cost	Impact (school, staff, pupils) with Evidence	Sustainability/next steps
<p>Foundation Stage – All classes received PE teaching sessions with Carl Denham over Aut 1, Aut 2, Spr 1.</p> <ul style="list-style-type: none"> All fundamental skills support One class had support with Sports Day preparation. Other two classes scheduled during summer 1 and 2 but COVID-19 prevented this 	<p>Helping to improve and educate the ways of teaching the fundamental skills and learning required at the foundation year group. In turn this will help ensure the progress for children across the year group will improve in this area and physical education in its entirety looking forward to subsequent years. Brings a fresh look and development of ideas when teaching this subject at the specified year group. Allowing children in foundation to access PE across one term, helping in preparation for Sports Day</p>	<p>£15355 – cumulative</p>	<p>Interviews with staff suggest impact on confidence and knowledge. Impact on children based on team teach lesson observations on staff receiving CPD and ability/progress of children. Impact had on school as staff are able to support other teachers in school who haven't had the CPD opportunity and share good practice.</p>	<p>CPD will continue to be offered to any new staff from September and roll out to the less confident staff who require it.</p>
<p>Year 1 – One class received gymnastics support during lessons, including CPD for the teacher. Other two classes scheduled during summer 1 and 2 but COVID-19 prevented this.</p>	<p>Helping to improve and educate the ways of teaching of gymnastics skills and learning required at year 1. In turn this will help ensure the progress for children and bring them in line with the scoped progression matrix set out for the entire school within gymnastics in subsequent years. Brings a fresh look and development of ideas when teaching this subject at the specified year group.</p>			

<p>Year 2 – All classes received Gymnastics teaching sessions with Carl Denham over Aut 1, Aut 2, Spr 1.</p>	<p>Helping to improve and educate the ways of teaching of gymnastics skills and learning required at year 1. In turn this will help ensure the progress for children and bring them in line with the scoped progression matrix set out for the entire school within gymnastics in subsequent years. Brings a fresh look and development of ideas when teaching this subject at the specified year group.</p>			
<p>Year 3 – All classes received Gymnastics teaching sessions with Carl Denham over Aut 1, Aut 2, Spr 1.</p>	<p>Helping to improve and educate the ways of teaching of gymnastics skills and learning required at year 3. In turn this will help ensure the progress for children and bring them in line with the scoped progression matrix set out for the entire school within gymnastics in subsequent years. Brings a fresh look and development of ideas when teaching this subject at the specified year group.</p>			
<p>Year 4 – All classes received Gymnastics teaching sessions with Carl Denham over Aut 1, Aut 2, Spr 1.</p>	<p>Helping to improve and educate the ways of teaching of gymnastics skills and learning required at year 4. In turn this will help ensure the progress for children and bring them in line with the scoped progression matrix set out for the entire school within gymnastics in subsequent years. Brings a fresh look and development of ideas when teaching this subject at the specified year group.</p>			

<p>Year 6 – Direct teacher support for 2nd year teacher, with Carl Denham in Tag rugby, Football, Hockey and Gymnastics (Lead teaching and Team teaching)</p> <p>Planned to deliver healthy lifestyle sessions for specific children however, due to the COVID 19 we replaced this with a variety of activities for all children to access at home</p> <ul style="list-style-type: none"> • Joe Wickes Exercises (practical) • Thinking and written activities based on well-being <p>In addition to this, when promoting healthy lifestyles, we also-</p> <ul style="list-style-type: none"> • Trained up Putnoe Sports Leaders. • Allocated set timetable each week to organise and lead activities during a set lunch time, helping to promote activity 	<p>Helping to improve and educate the ways of teaching of gymnastics skills and learning required at year 6. In turn this will help ensure the progress for children and bring them in line with the scoped progression matrix set out for the entire school within gymnastics in subsequent years. Brings a fresh look and development of ideas when teaching this subject at the specified year group as well as giving support to the teacher when lead teaching themselves looking at subject content and safe practice.</p> <p>Additional as well as same objectives above but this time with a games focus.</p> <p>Provided scope for the teachers to have to hand a set of resources that they could call upon to use and/or develop into meaningful exercise that they could share with their classes via email while unable to physically come into school.</p> <p>Created a team of young children with the ability and confidence to create, plan, organise and then lead physical activity sessions to their peers during a lunch period. This in turn provided set activities that children across the school could engage with if they chose and gave</p>		<p>Emails from parents suggest that engagement with these activities have been good, hard to assess the impact as of yet but planned interviews of children in Autumn 1 will help us to move forward. The impact of Joe Wickes Virtual activities in school have allowed for thinking behind how and when we should be doing these exercises e.g. early morning activities to help engage brains.</p>	<p>Plans to discuss and identify children who are in need of healthy lifestyle support and support for them at home as we are aware some children have had little to no exercise at home during this period of isolation.</p>
---	---	--	---	---

<p>within the school. Active leaders were in Year 6.</p> <ul style="list-style-type: none"> • Had a second cohort from year 5 being trained and supporting Yr 6 so they were/are ready for September 2020. <p>Tournaments Attended (all have two staff and transport):</p> <p>Inclusive Indoor Kurling Competition KS1 & KS2 Gymnastics KS2 Gymnastics county finals Yr5&6 Dodgeball KS1 Multiskills Yr3&4 Futsal KS2 Tag rugby Yr5&6 Futsal Yr3&4 Sports hall athletics Yr5&6 Sports hall athletics Yr5&6 Boys football Yr5&6 Girls football KS1 Multi sports</p> <p>Entered but couldn't attend due to COVID-19:</p> <p>Yr3&4 Multi sports Yr3&4 Quad kids athletics Yr 5&6 Quad kids athletics Yr5&6 Multi sports Year 5&6 Cricket KS1 Multi sports</p>	<p>some structured exercise during lunch on a regular basis, all facilitated by the students.</p> <p>Provided a positive environment in which the children entering the tournaments can grow and display their physical ability within a sporting context. As can be seen from the tournaments entered, the range encompasses a variety of sports (team and individual). They also provide opportunities across set key stages, year groups, male and female specific as well as indoor and outdoor events.</p> <p>Unfortunately, due to the unprecedented circumstances posed by COVID-19 there were some events that Putnoe had planned on entering but unfortunately were cancelled and therefore could not take place. We have listed the proposed events again to demonstrate the range of sporting events that Putnoe tries to enter and provide opportunities for its pupils.</p>		<p>The impact the tournaments attended have had on the children are endless. The photographs, which capture the children's expressions and imagination have allowed us to identify why we choose to take part in the tournaments. The skills and achievements of the young people within our school is something which we are very proud of. Evidence can be seen on staff common area which details events, names, vulnerable groups, gender and ore able/talented pupils.</p>	<p>We will continue to enter the tournaments if they are active in September, we plan to enter our children into as many sporting events as possible and strive to meet the needs of a variety of groups of learners.</p>
--	--	--	---	---

Indicator 2: The profile of PE and sport being raised across the school as a tool for whole school improvement

Key Actions taken	Actual Outcomes	Actual Cost	Impact (school, staff, pupils) with Evidence	Sustainability/next steps
<p>Participation in the Sports Partnership, Bedford tournaments (as listed above)</p> <p>Certificates, or awards that we received during these tournaments were given out and shared during assemblies to raise the profile of sport in school.</p> <p>On occasions photos were taken and sporting results shared in a newsletter or on the website.</p>	<p>Through participating in the listed tournaments, this in itself helps to raise the profile of Putnoe sport not only within a school environment but additionally across the borough. By entering tournaments against external competition, it gives Putnoe the opportunity to demonstrate its sporting capabilities, but more importantly the chance for the student representatives to demonstrate clearly Putnoe's values. Whilst it is important to showcase Putnoe to an external audience, there is a large following within the school itself and a chance for the chosen student to get the deserved recognition as a representative of the school in a sporting context. Therefore, its ensured that achievements, whether certificates or awards, these are presented during assemblies. On occasions as well pictures were shared in the school newsletter. Both actions go to not only celebrating the students who took part, but also allow the other students to hear and then celebrate in theirs and the schools success.</p>	<p>£835</p>	<p>The assemblies seen where sporting achievements have been celebrated are captured using photographs, which can be found on our staff common area. By sharing sporting achievements on the school website and school newsletters, allows a positive impact on the children's self-esteem and identities outside of the school environment.</p>	<p>Continue to publish achievements across the school and develop the profile by implementing activities which support our school development plan in a much more specific way.</p>

<p>Specific interventions, looking at raising pupil's behaviour, wellbeing and self-esteem we implemented from Autumn 1, through to Spring 1 when COVID 19 stopped this.</p> <p>Specifically, working with a student in KS2, looking at ways to help access PE and make it inclusive for the condition that he deals with. Raising self-esteem amongst his peers was one of the main focus.</p>	<p>This in an intervention that worked really well and produced some fantastic results from an individual's perspective. PE for the student in question was often having alternative activities designed and used in order to provide inclusion and participation. This worked really well in PE lessons, however, understandably can feel as though the student is not fully part of the lesson as the activities are adaptations of the main task in order to let them be accessible. Therefore it was decided to take an alternative approach. Putnoe facilitated an intervention that used activities that the said individual could participate in (creating this to be the main activity). We then introduced a rota of children to take part in the said activity, however it was them that had to adapt to the task rather than the other way around. This did two things. It provided that senses of inclusion, that everyone was doing the same activity rather than having modifications. Secondly it put everyone on a level playing field, allowing the said student to participate and compete against their peers. The result was enjoyment, fulfilment and a desire to take part each week. It was their activity that other students were coming and trying which in turn greatly improved self-esteem across the board.</p>		<p>The interventions, that raised pupil's behaviour impacted the children involved and staff back in the classroom. The interviews, photographs and planning for these can be found on our staff common area. Discussions with Carl Denham, who led these discussions, suggested improvements also.</p>	<p>Due to previous success rate, if possible, look to continue these pupil behaviour reward sessions.</p> <p>Specify children who have particular behaviour needs that could be addressed through PE and School Sport. Provide equipment specific to support these needs and that of the child/teacher.</p>
---	---	--	---	---

<p>A focus on early KS2 behaviour was raised and a reward scheme based on positive behaviour in the classroom was introduced.</p> <ul style="list-style-type: none">• Each week the sessions took place the boys would need to have a positive report from their class teacher which then allowed them to join in the session.• If there had been an incident during the week then this would prevent them from joining in on that occasion.• Another factor they also had to meet was that of bringing in PE kit to take part. If they failed to bring in the change of clothes, then equally they were not allowed to take part either. <p>Sports Day unfortunately didn't go ahead and home activities to support a 'home/family' sports day were encouraged.</p>	<p>This intervention started to show an impact on the students involved. There were of course ups and downs, as would be expected, however due to the structure in place it ensured that the students were aware when behaviour/actions didn't quite meet expectations and therefore were not allowed out of lessons to take part in the sport. \This then drove a behaviour change as on each occasion a student that missed a session one week then took part again the week following. This process started to become embedded, however it was cut short due to the COVID-19 lockdown.</p> <p>A variety of families sent in pictures to show their children engaging in Sports Day type activities in the local area.</p>		<p>As above.</p> <p>Emails and phone discussions had with parents during the COVID lockdown suggest that some parents engaged with this idea of having a home sports day.</p>	
--	--	--	---	--

Indicator 3: Increased confidence, knowledge and skills of all staff in teaching Physical Education and sport				
Key Actions taken	Actual Outcomes	Actual Cost	Impact (school, staff, pupils) with Evidence	Sustainability/next steps
<p>Foundation Stage – All classes received PE teaching sessions with Carl Denham over Aut 1, Aut 2, Spr 1.</p> <ul style="list-style-type: none"> • All fundamental skills support • One class had support with Sports Day preparation. • Other two classes scheduled during summer 1 and 2 but COVID-19 prevented this <p>Year 1 – One class received gymnastics support during lessons, including CPD for the teacher. Other two classes scheduled during summer 1 and 2 but COVID-19 prevented this.</p>	<p>Helping to improve and educate the ways of teaching the fundamental skills and learning required at the foundation year group. In turn this will help ensure the progress for children across the year group will improve in this area and physical education in its entirety looking forward to subsequent years. Brings a fresh look and development of ideas when teaching this subject at the specified year group.</p> <p>Allowing children in foundation to access PE across one term, helping in preparation for Sports Day</p> <p>Helping to improve and educate the ways of teaching of gymnastics skills and learning required at year 1. In turn this will help ensure the progress for children and bring them in line with the scoped progression matrix set out for the entire school within gymnastics in subsequent years. Brings a fresh look and development of ideas when teaching this subject at the specified year group.</p>	<p>£15355 – cumulative</p>	<p>Interviews with staff suggest impact on confidence and knowledge.</p> <p>Impact on children based on team teach lesson observations on staff receiving CPD and ability/progress of children.</p> <p>Impact had on school as staff are able to support other teachers in school who haven't had the CPD opportunity and share good practice.</p>	<p>CPD will continue to be offered to any new staff from September and roll out to the less confident staff who require it.</p>

<p>Year 2 – All classes received Gymnastics teaching sessions with Carl Denham over Aut 1, Aut 2, Spr 1.</p>	<p>Helping to improve and educate the ways of teaching of gymnastics skills and learning required at year 1. In turn this will help ensure the progress for children and bring them in line with the scoped progression matrix set out for the entire school within gymnastics in subsequent years. Brings a fresh look and development of ideas when teaching this subject at the specified year group.</p>			
<p>Year 3 – All classes received Gymnastics teaching sessions with Carl Denham over Aut 1, Aut 2, Spr 1.</p>	<p>Helping to improve and educate the ways of teaching of gymnastics skills and learning required at year 3. In turn this will help ensure the progress for children and bring them in line with the scoped progression matrix set out for the entire school within gymnastics in subsequent years. Brings a fresh look and development of ideas when teaching this subject at the specified year group.</p>			
<p>Year 4 – All classes received Gymnastics teaching sessions with Carl Denham over Aut 1, Aut 2, Spr 1.</p>	<p>Helping to improve and educate the ways of teaching of gymnastics skills and learning required at year 4. In turn this will help ensure the progress for children and bring them in line with the scoped progression matrix set out for the entire school within gymnastics in subsequent years. Brings a fresh look and development of ideas when teaching this subject at the specified year group.</p>			
<p>Year 6 – Direct teacher support for 2nd year teacher, with Carl Denham in Tag rugby, Football, Hockey and Gymnastics (Lead teaching and Team teaching)</p>	<p>Helping to improve and educate the ways of teaching of gymnastics skills and learning required at year 6. In turn this will help ensure the progress for children and bring them in line with the scoped progression matrix set out for the entire</p>			

<p>Gymnastics CPD offered to new teacher to ensure quality of delivery in Yr. 4 lessons.</p> <p>A CPD session was planned for the summer term to be delivered by a specialist about Gymnastics across the school, supporting planning and delivery. In addition to this, a cricket session was also planned for Summer Term. Unfortunately, due to COVID this didn't happen however the session will be moved to Autumn Term.</p>	<p>school within gymnastics in subsequent years. Brings a fresh look and development of ideas when teaching this subject at the specified year group as well as giving support to the teacher when lead teaching themselves looking at subject content and safe practice.</p> <p>Additional as well as same objectives above but this time with a games focus.</p> <p>1 unit of work over the space of a half term allowed Yr. 4, new to the school teacher, the confidence and greater understanding of the Gymnastics curriculum.</p>			
---	---	--	--	--

Indicator 4: Broader experience of a range of sports and activities offered to all pupils

Key Actions taken	Actual Outcomes	Actual Cost	Impact (school, staff, pupils) with Evidence	Sustainability/next steps
<p>Rugby in KS2 was introduced from Autumn 1 to support the children and teachers in their understanding and delivery of the sport, this was for one hour a week with a variety of classes and was planned for the year, however didn't finish due to COVID.</p> <p>A cricket session was also planned for Summer Term to be led by Bedford Cricket Coach. Unfortunately, due to COVID this didn't happen however the session will be moved to Autumn Term.</p> <p>Year 3, 4 and 5 had G+T students chosen to take part in additional PE sessions offering a range of sports including football, Gymnastics, GFU. There was also the Specific sessions aimed at the Year 5 student to help make PE accessible. These occurred in the Autumn term.</p>	<p>This has helped to engage the children in an unfamiliar sport in a new way by allowing them more effective resources and encouragement by an outside specialist. Some children have now shown an interest in Rugby to pursue in their own time as a hobby.</p> <p>This allowed the pupils to have a more focused session, learning different sports and being encouraged to improve their own skill.</p>		<p>The staff and children involved had increased confidence when participating and delivering rugby as a subject in school. The impact the professional equipment had on the children was seen by their enthusiasm and care. Parents have made comments about the enjoyment their child had whilst participating within these sessions.</p> <p>The gifted pupils were able to nurture their talents within their sports and look into opportunities for further exposure outside of the school environment.</p>	<p>Include a broader range of experiences other than rugby for next year in order to broaden the children's knowledge and understanding of school sport. Specific focus on dance and or tennis.</p> <p>Look to continue to nurture MA&T next year and specify their talent in September, providing opportunities to help the children move forward and improve in any way possible.</p>

<p>During the Spring term, there were again a number of students that had access to additional PE above their normal timetabled slots. These were Year 4 children considered for QuadKids competition, KS1 and KS2 competition gymnasts (moving to just KS2 when they qualified) and again the Year 5 student to help make PE accessible but also to prepare for a set competition.</p> <p>Whilst working with the key worker children, the students were exposed to the Joe Wicks PE lessons on a regular basis which included many new exercises and virtual work outs.</p> <p>The annual sports week, where the children would have been exposed to the 'air track' (a gymnastics piece of equipment) was planned for, unfortunately this wasn't followed through because of COVID. In addition to these, events such as Intra 5 aside football, Intra cricket competition, Intra vortex golf were planned for Sum 1.</p>	<p>The events didn't happen although the outcomes for the children were improved skills within the different quad kids sporting events and a focus on competitiveness. The Gymnasts had taken part in their competition and progressed onto the county finals-this was an amazing achievement for them all.</p> <p>Children have learnt different ways to exercise and are implementing them in their daily life, this also helps to look at a new way for PE to be taught. The workouts have encouraged the children to start their days energetically, which we know has impact on the well-being and improves their cognitive behaviours whilst enjoying a virtual experience.</p>		<p>Emails from parents suggest that engagement with these activities have been good, hard to assess the impact as of yet but planned interviews of children in Autumn 1 will help us to move forward. The impact of Joe Wickes Virtual activities in school have allowed for thinking behind how and when we should be doing these exercises e.g. early morning activities to help engage brains.</p>	<p>Plans to discuss and identify children who are in need of healthy lifestyle support and support for them at home as we are aware some children have had little to no exercise at home during this period of isolation.</p>
--	---	--	---	---

Indicator 5: Increased participation in competitive sport				
Key Actions taken	Actual Outcomes	Actual Cost	Impact (school, staff, pupils) with Evidence	Sustainability/next steps
<p>Tournaments Attended (all have two staff and transport):</p> <p>Inclusive Indoor Curling Competition</p> <p>KS1 & KS2 Gymnastics</p> <p>KS2 Gymnastics county finals</p> <p>Yr5&6 Dodgeball</p> <p>KS1 Multiskills</p> <p>Yr3&4 Futsal</p> <p>KS2 Tag rugby</p> <p>Yr5&6 Futsal</p> <p>Yr3&4 Sports hall athletics</p> <p>Yr5&6 Sports hall athletics</p> <p>Yr5&6 Boys football</p> <p>Yr5&6 Girls football</p> <p>KS1 Multi sports</p> <p>Entered but couldn't attend due to COVID-19:</p> <p>Yr3&4 Multi sports</p> <p>Yr3&4 Quad kids' athletics</p> <p>Yr 5&6 Quad kids athletics</p> <p>Yr5&6 Multi sports</p> <p>Year 5&6 Cricket</p> <p>KS1 Multi sports</p>	<p>As above in more detail- SSP</p> <p>Provided the children with a variety of sports encouraging fair competition and allowing them to engage with other children from different schools and backgrounds.</p>	£835	<p>The impact the tournaments attended have had on the children are endless. The photographs, which capture the children's expressions and imagination have allowed us to identify why we choose to take part in the tournaments. The skills and achievements of the young people within our school is something which we are very proud of. Evidence can be seen on staff common area which details events, names, vulnerable groups, gender and ore able/talented pupils.</p>	<p>We will continue to enter the tournaments if they are active in September, we plan to enter our children into as many sporting events as possible and strive to meet the needs of a variety of groups of learners.</p>

Review of funding for 2019 – 2020

Equipment	£224.75
Equipment inspection	£95.00
Activall Duo	£3000.00
Curriculum coach	£15355
Gym lunchtime/after school club	£1128
School Sports Partnership	£835.00
Evolve	£607
Total	£28,116.75