

Evidencing the use of the PE and Sport Premium funding: 2020 - 2021

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:	2020 – 2021
Total Funding Allocation:	£21,100
Actual Funding Spent:	£18,682.75

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
Reception – Fundamental skills support. Engagement in fitness related PE (including relay races/orienteering/general fitness improvement).	With the impact of COVID-19 and the limited access to space and sharing equipment the focus has been on getting the children to enjoy physical activity, have fun doing exercise and build back up fitness levels through varied activities.		Feedback from staff has been positive, suggesting that they really appreciated the ideas and examples that were demonstrated and introduced. Key feedback points that they have mentioned included:	Since the on-the-job CPD sessions have taken place back in the Autumn term of 2019, there have been a lot of new staff come into the school as well as the COVID-19 pandemic which stopped all indoor teaching as well as a normal curriculum outside for a long time. Therefore, it is planned to facilitate CPD for as many staff as possible especially with a focus on gymnastics so that pupils can catch up and get back to a level appropriate for their age and year group
Year 1 – Fundamental skills support. Engagement in fitness related PE (including relay races/orienteering/general fitness improvement) and athletics support.	With the impact of COVID-19 and the limited access to space and sharing equipment the focus has been on getting the children to enjoy physical activity, have fun doing exercise and build back up fitness levels through varied activities. Towards the latter end of the academic year, a more specific approach looking at athletics was implemented, allowing more of a teaching approach but maintaining the regulations of COVID-19.		<ul style="list-style-type: none"> • Made them feel more comfortable having an example/demo of what to do and how to implement PE safely with COVID-19 restrictions • By having the content prepared, it allowed them more time to implement the PE lesson and focus on pupils' activity levels and engagement levels by having the resources maintained and provided. • Provided alternative ideas for lesson content which help vary the lessons when the use of equipment was limited and pupil coming in contact with each other through PE was removed 	
Year 2 – Fundamental skills support. Engagement in fitness related PE (including relay races/orienteering/general fitness improvement) and athletics support.	With the impact of COVID-19 and the limited access to space and sharing equipment the focus has been on getting the children to enjoy physical activity, have fun doing exercise and build back up fitness levels through varied activities. Towards the latter end of the academic year, a more specific approach looking at athletics was implemented, allowing more of a teaching			

<p>Year 3 – Fundamental skills support. Engagement in fitness related PE (including relay races/orienteering/general fitness improvement) and athletics support.</p>	<p>approach but maintaining the regulations of COVID-19.</p> <p>With the impact of COVID-19 and the limited access to space and sharing equipment the focus has been on getting the children to enjoy physical activity, have fun doing exercise and build back up fitness levels through varied activities. Towards the latter end of the academic year, a more specific approach looking at athletics was implemented, allowing more of a teaching approach but maintaining the regulations of COVID-19.</p>			
<p>Year 4 – Fundamental skills support. Engagement in fitness related PE (including relay races/orienteering/general fitness improvement) and athletics support.</p>	<p>With the impact of COVID-19 and the limited access to space and sharing equipment the focus has been on getting the children to enjoy physical activity, have fun doing exercise and build back up fitness levels through varied activities. Towards the latter end of the academic year, a more specific approach looking at athletics was implemented, allowing more of a teaching approach but maintaining the regulations of COVID-19.</p>			
<p>Year 6 – Fundamental skills support. Engagement in fitness related PE (including relay races/orienteering/general fitness improvement) and athletics support.</p>	<p>With the impact of COVID-19 and the limited access to space and sharing equipment the focus has been on getting the children to enjoy physical activity, have fun doing exercise and build back up fitness levels through varied activities. Towards the latter</p>			

<p>Maintained resources for children at home that they could complete if required to isolate during the COVID-19.</p> <p>Sports leaders</p>	<p>end of the academic year, a more specific approach looking at athletics was implemented, allowing more of a teaching approach but maintaining the regulations of COVID-19.</p> <p>Maintained the 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>Unable to happen during 2020/21 academic year, however all the provisions are in place to start this up again in 2021/22 academic year.</p>		<p>Similar to the feedback last year, the engagement from pupils was good, however to a lesser extent due to only being required to complete if asked to isolate, rather than a whole school shutdown (except early 2021).</p> <p>By launching this again, it will create 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 some structured exercise during lunch on a regular basis, all facilitated by the students.</p>	<p>As previously mentioned in last years report, it would be good to move towards identifying pupils that need healthy lifestyle support.</p> <p>The sports leaders programme will start again during 2021/22 academic year. Puncto sports leaders will be trained up and at the end, allocated set timetable each week to organise and lead activities during a set lunch time, helping to promote activity within the school. This will be open to year 5 and 6 so that we have an active set of leaders (in year 6), and then a support</p>
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				<p>cohort (in year 5) that will then take on the role fully in 2022/23 academic year. Subsequently the next cohort of year 5 leaders will be trained during 2022/23 academic year.</p>
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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>PE lessons used to help pupils well-being and self-esteem after COVID-19 lockdowns.</p> <p>Sporting tournaments</p>	<p>Sport was used in a big way to build and boost pupils' well-being and self-esteem. During a challenging year, the enjoyment of sport could be seen as an escape from lockdowns and start to increase (for many) reduced activity levels.</p> <p>Due to COVID-19 all competitive school sport against other schools was suspended, therefore preventing Putnoe from attending the usual sporting events it usually takes part in each year.</p>		<p>Feedback from pupils suggests that the majority of children enjoyed being able to take part in organised physical activity again alongside other children. Although not exactly the same as previous PE lessons, the ability to take part in fun competitive sport and raise activity levels was welcomed in comparison to the reduced levels they experienced from everything stopping due to COVID-19.</p>	<p>With the impact on student well-being being evident, this is an area that will be picked up upon in the academic year 2021/22. Intervention groups will be identified and rolled out. These intervention groups will also be developed (as was happening previously), looking at creating groups to improve students behaviour and focus levels in class.</p> <p>Putnoe is looking at being able offer school sport as well as competitive sport across a wide range of events (as it has done in the past). This is of course subject to this being allowed by the local government and it being safe to do so. If offered, it is likely that Putnoe will sign up to the school</p>

				sports partnership tournament package again in 2021/22
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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
Revised schemes of work created and shared with teachers across the year groups. Focus on meeting the specific COVID-19 guidance whilst providing fun and engaging PE lessons that the children can enjoy.	With the impact that COVID-19 had on teaching, there was lots of uncertainty around what could and couldn't be done, especially in PE lessons. Due to this, a modified scheme of work looking primarily at fundamental skills, general fitness and later on, a more specific sport focus. Teachers were shown new and alternative way to deliver engaging PE lessons whilst meeting the restrictions that were in place. Below shows what was done with each year group.		Created a bank of lesson suggestions that the teachers could use and access irrespective of year group. These would provide activities that were fitness as well as enjoyment related, but were adherent to guidelines in place. This created a safe and structured approach to PE that could be monitored and regulated, but at the same time allowing teachers to choose and adapt based on the age and ability of the pupils in their class.	With the return to less restrictions, a more normalised PE curriculum can start to be used during 2021/22. With this in mind, schemes of work will be looked at and see if any of the adapted and new ideas could be integrated into the previous lesson structure/content.

<p>Reception – Fundamental skills support. Engagement in fitness related PE (including relay races/orienteering/general fitness improvement).</p>	<p>With the impact of COVID-19 and the limited access to space and sharing equipment the focus has been on getting the children to enjoy physical activity, have fun doing exercise and build back up fitness levels through varied activities.</p>			
<p>Year 1 – Fundamental skills support. Engagement in fitness related PE (including relay races/orienteering/general fitness improvement) and athletics support.</p>	<p>With the impact of COVID-19 and the limited access to space and sharing equipment the focus has been on getting the children to enjoy physical activity, have fun doing exercise and build back up fitness levels through varied activities. Towards the latter end of the academic year, a more specific approach looking at athletics was implemented, allowing more of a teaching approach but maintaining the regulations of COVID-19.</p>			
<p>Year 2 – Fundamental skills support. Engagement in fitness related PE (including relay races/orienteering/general fitness improvement) and athletics support.</p>	<p>With the impact of COVID-19 and the limited access to space and sharing equipment the focus has been on getting the children to enjoy physical activity, have fun doing exercise and build back up fitness levels through varied activities. Towards the latter end of the academic year, a more specific approach looking at athletics was implemented, allowing more of a teaching approach but maintaining the regulations of COVID-19.</p>			

<p>Year 3 – Fundamental skills support. Engagement in fitness related PE (including relay races/orienteering/general fitness improvement) and athletics support.</p>	<p>With the impact of COVID-19 and the limited access to space and sharing equipment the focus has been on getting the children to enjoy physical activity, have fun doing exercise and build back up fitness levels through varied activities. Towards the latter end of the academic year, a more specific approach looking at athletics was implemented, allowing more of a teaching approach but maintaining the regulations of COVID-19.</p>			
<p>Year 4 – Fundamental skills support. Engagement in fitness related PE (including relay races/orienteering/general fitness improvement) and athletics support.</p>	<p>With the impact of COVID-19 and the limited access to space and sharing equipment the focus has been on getting the children to enjoy physical activity, have fun doing exercise and build back up fitness levels through varied activities. Towards the latter end of the academic year, a more specific approach looking at athletics was implemented, allowing more of a teaching approach but maintaining the regulations of COVID-19.</p>			
<p>Year 6 – Fundamental skills support. Engagement in fitness related PE (including relay races/orienteering/general fitness improvement) and athletics support.</p>	<p>With the impact of COVID-19 and the limited access to space and sharing equipment the focus has been on getting the children to enjoy physical activity, have fun doing exercise and build back up fitness levels through varied activities. Towards the latter end of the academic year, a more specific approach looking at athletics was implemented, allowing more of a teaching</p>			

<p>New lessons/schemes that adhered to the strict guidance due to COVID-19; social distancing and not using equipment/shared spaces. All made available on the shared area. Teachers taken through and shown how the resources work/can be used. Training completed in set CPD sessions or through on the job CPD. Resources include fitness activities, hand-eye coordination and a multi-level orienteering course set up and introduced.</p> <p>Small amount of equipment bought</p>	<p>approach but maintaining the regulations of COVID-19.</p> <p>Provided a set of work/activities that the students could safely complete during the phased return across the year. By having the range of activities and resources it enabled the students to maintain regular physical activity while at school and helped teachers by sharing a bank of resources ready to hand. Teachers commented that from observing the children across the term, fitness levels and engagement increased noticeably. It also varied the activities used within PE to steer away from just boot camp fitness type activities and running races. Therefore, it enriched the PE curriculum within the strict guidelines set out to ensure social distancing and students safety.</p> <p>Invested in a small amount of equipment to replace the necessary items but aware that PE was limited due to COVID-19.</p>		<p>Along with adapting current schemes of work to fit in with the COVID-19 guidance and regulations, there was equally a need to look and create some new and alternative lessons specifically looking at meeting the guidance for PE during this time. This in turn provided more variety in lesson options, allowed teachers to vary the content they were teaching, and also gave a new look and feel to the PE curriculum being covered during this time. Activities included specific lessons adapted across year groups as well as ability levels.</p> <p>Allowed us to maintain the array of equipment available at Putnoe, ensuring that we were able to teach to the highest possible levels within the restrictors of COVID-19</p>	<p>Updated and monitoring the current equipment list. This is with the view of creating a wish list of new equipment ready to purchase during the next academic year – allowing us to impact the students when PE restrictions start to ease.</p>
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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
Although a wide variety of events would typically be planned, the impact of COVID prevented these activities from being scheduled.				

Indicator 5: Increased participation in competitive sport

Key Actions taken	Actual Outcomes	Actual Cost	Impact (school, staff, pupils) with Evidence	Sustainability/next steps
Lots planned but due to COVID-19 these events unfortunately didn't take place.				The plan will be to reintroduce sports days and whole school sporting activities. This could be in house as well as looking at the hiring of the Athletics stadium for years 5 and 6 as was previously done in the past.

Review of funding for 2020 – 2021

Area of spending	Amount
Equipment inspection	£90.00
PE coach	£17,482.00
Physical education hub	£976.00
PE equipment	£134.75

Total	£18,682.75