

The Vineyard School

# Evidencing the impact of the Primary PE and sport premium

Website Reporting Tool

Revised October 2020

Commissioned by

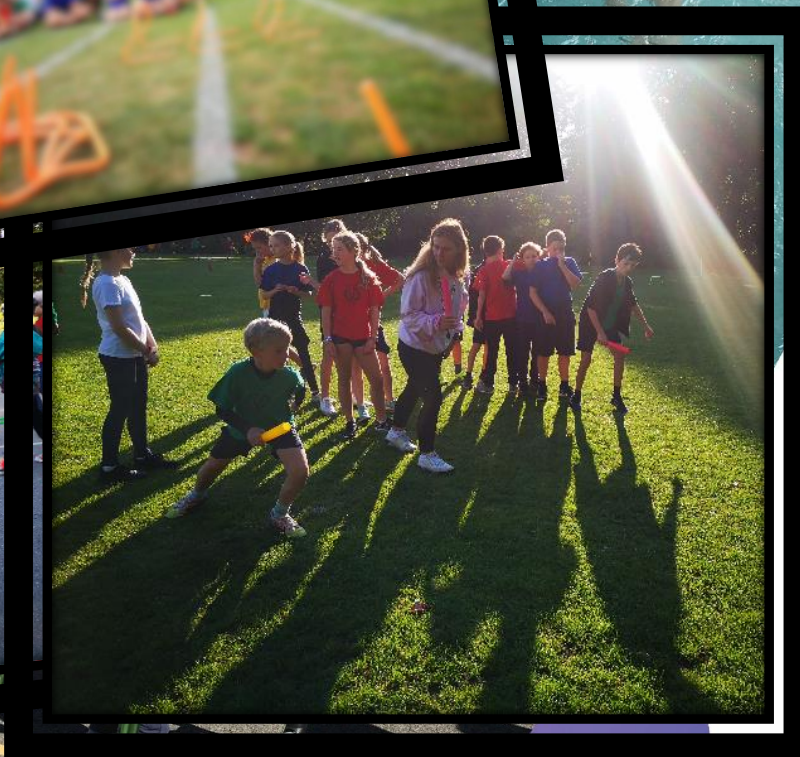
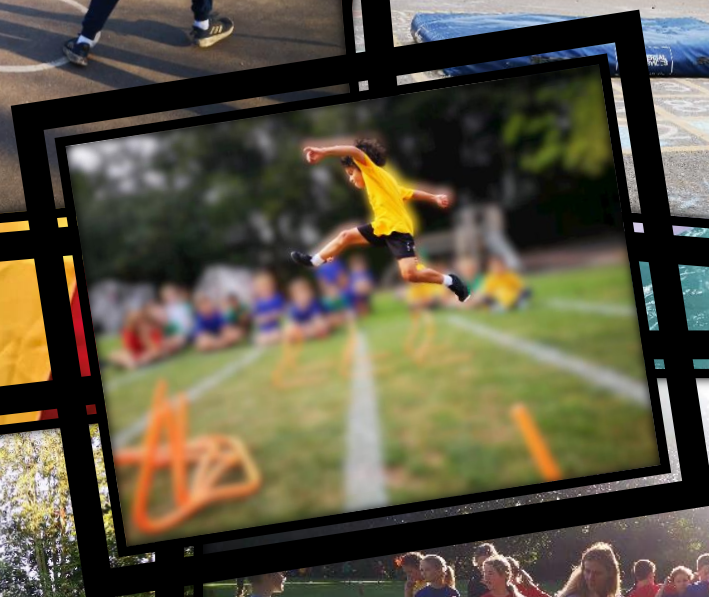


Department  
for Education

Created by



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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 2021:	Areas for further improvement and baseline evidence of need:
<ul style="list-style-type: none"> <li>• <b>Recovery PE curriculum</b> The new bespoke PE curriculum was analysed and specific skills found in each of the curriculum elements highlighted.  Running and Dynamic Movement, Jumping, Leaping and Landing, Rolling, Balance, Throwing, Catching, Striking  Implementation of the recovery curriculum across the whole school with all chn developing the same range of skills, differentiated to their ability.</li> <li>• <b>KI4 Children have had access to 56 different extra-curricular options</b> with only 9 of those not physical activity (Technokids and Art)</li> <li>• <b>KI2 New PE assessment tool to measure 'Engage and Excite'</b></li> </ul>	<ul style="list-style-type: none"> <li>• The <b>Engage and Excite assessment</b> highlighted two areas where 50% children answered 3 or 4 on a scale of 1-5 (Very True - Not True) <ol style="list-style-type: none"> <li>1. In PE lessons I get to use my imagination and invention to make and change activities (requires improvement)</li> <li>2. In PE I feel challenged. I independently change the activity using my imagination and invention, or the teachers gives me a new activity (requires improvement)</li> </ol> </li> <li>• Extra-Curricular booking and payment in one system Improve booking</li> <li>• Develop Extra-Curricular further as a double layer eg two time slot session 3:30-4:30 and 4:30-5:30</li> </ul>

Did you carry forward an underspend from 2019-20 academic year into the current academic year? **NO**



Meeting national curriculum requirements for swimming and water safety.	
N.B Complete this section to your best ability. For example you might have practised safe self-rescue techniques on dry land.	
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 2021.	78 %
What percentage of your current Year 6 cohort use a range of strokes effectively [for example, front crawl, backstroke and breaststroke]?	67 %
What percentage of your current Year 6 cohort perform safe self-rescue in different water-based situations?	67 %
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?	No

## 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: £21,010	Date Updated: 19.05.21	
<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:
				<b>30%</b>
Intent	Implementation	Impact	Sustainability and suggested next steps	
<ul style="list-style-type: none"> <li>Extra-Curricular Physical Activity Clubs to contribute to the 60 minutes a day recommended by Chief Medical Officer (30 mins to be achieved in school day)</li> </ul>	<ul style="list-style-type: none"> <li>47 Physical Activity clubs starting from the <u>first day back</u> after Summer holidays and after the January National Lockdown.</li> <li>Physical Activity Extra-curricular offered to years 1-6</li> </ul>	<ul style="list-style-type: none"> <li>Approximately 790 activity hits across these sessions *</li> <li>*(With activity hits the same chd may be attending multiple extracurricular sessions).</li> <li>New clubs for 20/21 Invasion Games (4 sessions), Table Tennis (2 sessions), Singing in Motion (6 sessions), Cycling (1 session). Coming Soon – Lacrosse and 1 extra netball</li> <li>The comparison of 790 hits to the 540 chn in years 1-6 gives a good indication of the high % of chn that do attend extracurricular physical activity.</li> <li>For every day 1 chd attends extra-curricular physical activity they have met and</li> </ul>	<ul style="list-style-type: none"> <li>Reporting back (using potential new school software) the number of hits vs the number of individual children attending extracurricular</li> <li>Girl/Boy breakdown</li> <li>Targeting chn that do not take part to ascertain how many minutes of activity they have outside of school and what form this takes.</li> </ul>	

<ul style="list-style-type: none"> <li>Emphasis on 15 minutes of movement a day that excites and engages all chn. Each class teacher has the flexibility to choose activities most appropriate for their class rather</li> </ul>	<ul style="list-style-type: none"> <li>FSM/PPG/Parents requiring financial assistance receive 50-100% contribution to Extra-Curricular Costs.</li> <li>New rental/provider agreements state that every club must offer the school 1 100% funded place.</li> <li>Nurturing a positive and safe relationship between PE Co and parents. PE Co visible in the AM/PM</li> <li>Chn run outside their classroom in the immediate vicinity (so as not to cross bubbles), chn run for a set amount of time/number of laps.</li> <li>Tch taught games from PE Co in PE lesson that can be used for structured movement breaks.</li> </ul>	<p>exceeded (break/lunch time) the Government recommendation. Extra-Curricular lasts between 45 and 90minutes depending on the activity.</p> <ul style="list-style-type: none"> <li>70% attendance is KS2 chn</li> <li>75% Deprivation Pupil Premium chn receive a funded place *exc YR</li> <li>75% Deprivation Pupil Premium attend a physical activity club</li> <li>43% Looked After Premium receive a funded place</li> <li>100% Looked After Premium access a physical activity Club</li> <li>37%* EHCP access a physical activity club*exc YR</li> <li>67%* SEND profile access a physical activity club*exc YR</li> </ul> <p>*YR are excluded because only Koosa kids is offered as wrap around care</p> <ul style="list-style-type: none"> <li>Chn report feeling happier after a movement break, especially if the movement is outside.</li> <li>Involvement in group activities increases</li> </ul>	<ul style="list-style-type: none"> <li>Increase KS1 opportunities.</li> <li>Have termly discussion with PPG/SEND chn about which activities interest them.</li> <li>All teachers to adopt the colour coded active planner</li> </ul>
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<p>than only the Daily Mile initiatives.</p> <ul style="list-style-type: none"> <li>Promote physical activity at break times</li> <li>Increase % Walking/Scooting/Cycling to school</li> </ul>	<p>Movement breaks pre-determined using the Active Planner</p> <ul style="list-style-type: none"> <li>Year groups provided with balls and skipping ropes for break times.</li> <li>Every class allocated a slot of time on the new adventure playground.</li> <li>In PE chn taught games that they could self-run at break times (4 square, skipping chants, Yoshi)</li> <li>Football goals and basketball nets available.</li> <li>Year 2 Scooter training</li> <li>Year 3 Walking training</li> <li>Year 6 Bikeability training</li> <li>Non cyclist training Years 1, 2 and 6</li> <li>Qty 6 after school cycle club sessions offered to all year 6 chn attending bikeability.</li> </ul>	<p>wellbeing and self-worth. PASS survey is a good indicator of chns feelings towards school.</p> <ul style="list-style-type: none"> <li>100% pass</li> <li>100% pass</li> <li>97.3% achieving level ½</li> <li>6 year 6 non-cyclists went on to achieve level 1 or 2</li> <li>New extracurricular cycle club with 12 year 6 attending weekly.</li> </ul>	<ul style="list-style-type: none"> <li>Link in with Travel Plan for baseline figures</li> </ul>
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Key indicator 2: The profile of PESSPA being raised across the school as a tool for whole school improvement			Percentage of total allocation:
			70%
Intent	Implementation	Impact	Sustainability and suggested next steps
<ul style="list-style-type: none"> <li>Recovery Curriculum designed to cover key skills lost during the full lock down period of 14 weeks in 2019/20 and the 6 weeks in 2020/21</li> </ul>	<ul style="list-style-type: none"> <li>The new bespoke PE curriculum was analysed and specific skills found in each of the curriculum elements highlighted.</li> <li>Implementation of the recovery curriculum across the whole school with all chn developing the same range of skills, differentiated to their ability.</li> <li>Running and Dynamic Movement, Jumping, Leaping and Landing, Rolling, Balance, Throwing, Catching, Striking</li> <li>PE Co team teaching with all classes over a 2 week period.</li> <li>PE Co weekly team teaching 18 PE lessons a week</li> <li>PE Co leading sessions across two years groups eg year 1 and year 5, year 6 and year 3</li> </ul>	<ul style="list-style-type: none"> <li>Chn are becoming better movers and skillset is increasing</li> <li>Chn focusing on core skills as opposed to sport specific games</li> <li>Chn saw YR-Y6 practising the same skills and playing similar games. Whole school planning allowed for a visual assessment across the year groups. It stretched and challenged Gifted and Talented.</li> <li>Working alongside a different year group led to an increase in enjoyment, concentration, determination and focus.</li> <li>TLSAs supporting multiple chn across the school had a good sense of the PE theme and could support effectively.</li> </ul>	<ul style="list-style-type: none"> <li>Baseline to be set this Summer with the Become A Better Mover athletic skills track.</li> <li>Identify gifted and talented through the Better Mover assessment and offer extra movement specific training sessions – extra-curricular</li> <li>Identify the bottom results from the Become A Better Mover athletic skills track and offer intervention sessions</li> </ul>

Key indicator 3: Increased confidence, knowledge and skills of all staff in teaching PE and sport			Percentage of total allocation:
			<i>Included within % KI2</i>
Intent	Implementation	Impact	Sustainability and suggested next steps
<ul style="list-style-type: none"> <li>NQT Team Teaching</li> <li>Teach Direct Team Teaching and observation</li> <li>Whole school team teaching</li> </ul>	<ul style="list-style-type: none"> <li>PE Co planning and team teaching every/every other lesson with NQTs</li> <li>PE Co team teaching with all classes over a 2 week period.</li> <li>PE Co team teaching 18 PE lessons a week</li> </ul>	<ul style="list-style-type: none"> <li>NQTs report increased confidence in the group management during PE lessons. In particular noting the interaction required to engage the chn in activities 'telling a story/setting the scene'</li> <li>Using videos to build the picture pre PE lesson</li> <li>Team Direct teachers receiving ongoing training and observation over the year as opposed to the 1 day unit of work on the PGCE course.</li> <li>All staff increasing in confidence and able with two adults to implement teaching points specific for individual chn.</li> </ul>	<ul style="list-style-type: none"> <li>Ask NQTs what specific skills they want to continue developing the following year.</li> </ul>
<ul style="list-style-type: none"> <li>VPESPA – Vineyard Physical Education, Sport and Physical Activity Group</li> </ul>	<ul style="list-style-type: none"> <li>VPESPA meets half-termly discussing a wide range of topics prompted by media interest and latest research. A group of 6 teachers and TLSAs with a passion for developing outstanding PE at the Vineyard. These members of staff have a PE target as part of their appraisal targets.</li> </ul>	<ul style="list-style-type: none"> <li>6 members of staff able to offer advice and help with driving the standard of PE teaching</li> <li>6 teachers able to fit into the Vineyard Specialist Teaching Model.</li> </ul>	<ul style="list-style-type: none"> <li>Increase capacity - VPESPA group to team to be released to teach PE for other classes other than the one they are attached to.</li> <li>Promote the opportunity again Sept 2021</li> </ul>



Key indicator 4: Broader experience of a range of sports and activities offered to all pupils			Percentage of total allocation:
			<i>Included within % KI1</i>
Intent	Implementation	Impact	Sustainability and suggested next steps
<ul style="list-style-type: none"> <li>See KI1 Extra-Curricular Evidence</li> <li>See KI2 Recovery Curriculum for evidence</li> </ul>			

Key indicator 5: Increased participation in competitive sport			Percentage of total allocation:
			<i>% Included within KI2</i>
Intent	Implementation	Impact	Sustainability and suggested next steps
<ul style="list-style-type: none"> <li>Intra competition</li> <li>Inter Competition</li> </ul>	<ul style="list-style-type: none"> <li>Year 4 Athletics</li> <li>Year 5 Football</li> <li>Year 6 Rugby</li> <li>Richmond School Sports Partnership year 6 cricket tournament Girls Team + Boys Team £1300 paid to RSSP annually</li> <li>Borough Led Athletics Event – Year 6 £150</li> </ul>	<ul style="list-style-type: none"> <li>Chn enjoy the participation element and self-assess through the competitive element</li> <li>June/July 2021</li> </ul>	<ul style="list-style-type: none"> <li>Continue as part of the RSSP and Sports Development network of competitions. Ensure that the PE curriculum continue to align with the competition framework</li> </ul>

Signed off by:		Signed off by:	
Head Teacher:		Governor:	
Date:		Date:	
Subject Leader:	Liz Foster		
Date:			

