

# Evidencing the Impact of the Primary PE and Sport Premium



The Vineyard School

Commissioned by  
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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 students now and why? Use the space below to reflect on previous spend, identify current need and priorities for the future.

Key achievements to date:	Areas for further improvement and baseline evidence of need:
<ul style="list-style-type: none"> <li>• KI2 The revised PE curriculum with new schemes of work specifically designed for the area and equipment at the Vineyard.</li> <li>• KI3 Increasing NQTs confidence and knowledge.</li> <li>• KI4 Broader experience and breadth of sport throughout the school.</li> </ul>	<ul style="list-style-type: none"> <li>• KI1 Increased uptake of the daily mile.</li> <li>• Increased regularity of Change4Life clubs across EYFS/KS1/KS2.</li> <li>• Using Integris to track activity levels.</li> </ul>

Meeting national curriculum requirements for swimming and water safety	Please complete all of the below:
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 children may swim in another year please report on their attainment on leaving primary school.	90%
What percentage of your current Year 6 cohort use a range of strokes effectively [for example, front crawl, backstroke and breaststroke]?	88%
What percentage of your current Year 6 cohort perform safe self-rescue in different water-based situations?	90%
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

Academic Year: 2018/19		Total fund allocated: £20,939	Date Updated: 06/06/19	
<b>Key indicator 1:</b> The engagement of <u>all</u> pupils in regular physical activity – Chief Medical Officer guidelines recommend that primary school children undertake at least 30 minutes of physical activity a day in school				Percentage of total allocation: (30% of PE Co Salary)
School focus with clarity on intended <b>impact on pupils:</b>	Actions to achieve:	Funding allocated:	Evidence and impact:	Sustainability and suggested next steps:
<ul style="list-style-type: none"> <li>Technology</li> </ul>	<ul style="list-style-type: none"> <li>Use Integris to register chn for clubs.</li> </ul>	<ul style="list-style-type: none"> <li>PE Co Lead Salary</li> </ul>	<ul style="list-style-type: none"> <li>The reports will track each child's activity level.</li> <li>Tailored</li> </ul>	<ul style="list-style-type: none"> <li>Perfect the Integris system and pilot with a few clubs.</li> </ul>
<ul style="list-style-type: none"> <li>Daily Mile (DM) / 15mins of movement</li> </ul>	<ul style="list-style-type: none"> <li>Temporary route – completed</li> <li>Permanent route, including wet/dry/EYFS/KS1/KS2 options – ongoing.</li> </ul>	<ul style="list-style-type: none"> <li>PE Co Lead Salary</li> </ul>	<ul style="list-style-type: none"> <li>Some chn are participating in the DM. Teachers using the DM report an increase in concentration in class.</li> <li>Promotion of healthy active lifestyles.</li> <li>Independent movement is positive on emotional wellbeing, allowing time for reflection and mindfulness.</li> </ul>	<ul style="list-style-type: none"> <li>DM chn reps in each class to encourage daily participation</li> <li>Running trainer weekly trophy initiative.</li> <li>Item for SLT to encourage through phases.</li> <li>Introduce a mindful stretching routine after completion of the mile/15mins to combat a reported spike in energy levels after DM.</li> </ul>
<ul style="list-style-type: none"> <li>Change 4 Life Clubs (C4L)</li> </ul>	<ul style="list-style-type: none"> <li>Encourage parent helpers</li> </ul>	<ul style="list-style-type: none"> <li>PE Co Lead Salary</li> <li>Equipment – £149.99</li> </ul>	<ul style="list-style-type: none"> <li>EYFS/KS1 chn commented that the clubs were great. Chn have taken part in tennis, space hoppers, skipping and sack races.</li> <li>TLSAs have identified to C4L leaders the chn socially isolated (EAL, SEND, SALT) to take part. Chn feel safe &amp; secure.</li> <li>Physically active/typically sporty chn are challenged by C4L clubs.</li> <li>KS1 Friday Feeling – music and dance. The chn have enjoyed listening and dancing to the music</li> </ul>	<ul style="list-style-type: none"> <li>Encourage more parent helpers via 'job advert' with clear roles and responsibilities.</li> <li>Upskill Year5/6 pupils (including those already acting as buddies) to assist and run their own C4L clubs. Chn will become independent learners and effective leaders.</li> </ul>

<ul style="list-style-type: none"> <li>Extra-Curricular Clubs</li> </ul>	<ul style="list-style-type: none"> <li>Promote community club links. Club providers linked to community set-ups.</li> <li>PPG/Low income able to access physical activity clubs.</li> </ul>	<ul style="list-style-type: none"> <li>PE Co Lead Salary</li> <li>Equipment £343.58</li> </ul>	<ul style="list-style-type: none"> <li>Parent voice is positive in regards to the breadth of clubs now available.</li> <li>The Vineyard offers 30 weekly physical activity opportunities over the academic year. New opportunities include cricket, golf, water sports, multisport for KS1 and archery.</li> <li>Chn are regularly taking part in outside of school cricket (Richmond Cricket Club) and joining golf holiday courses as a result of extra-curricular clubs and county representation.</li> </ul>	<ul style="list-style-type: none"> <li>Review the lettings policy so that chn can continue the link with the provider outside of school. Eg provider ideally should be running sessions in the community also.</li> <li>Providers to offer % of places discounted to PPG/low income.</li> <li>PE Co Lead to initiate conversations with families of chn from PPG/low income/those not part of physical activity clubs, to encourage meeting 30 minutes a day in and outside of school.</li> </ul>
<ul style="list-style-type: none"> <li>Walking/Scooting/Bikeability</li> </ul>	<ul style="list-style-type: none"> <li>Ensure chn are best placed to succeed and benefit from the training offered. Chn who don't/predicted not to make the required level to be supported by PE Co</li> </ul>	<ul style="list-style-type: none"> <li>PE Co Lead Salary</li> </ul>	<ul style="list-style-type: none"> <li>Chn can travel to school safely (walking, scooting, cycling). Independent travel and exercise for years 5&amp;6. Extension of activity outside of school e.g. bike rides with friends. The schemes develop self-esteem &amp; belief allowing independence.</li> <li>To use public transport and walking as the preferred method of transport for PE trips. Chn to take an active part in planning a journey.</li> </ul>	<ul style="list-style-type: none"> <li>Identify chn via questionnaires that require support before the training starts.</li> <li>Introduce cycle and scooter extra-curricular clubs to develop a culture of independent travel.</li> </ul>



Key indicator 2: The profile of PESSPA being raised across the school as a tool for whole school improvement				Percentage of total allocation: (32.5% of PE Co Salary)
School focus with clarity on intended <b>impact on pupils</b> :	Actions to achieve:	Funding allocated:	Evidence and impact:	Sustainability and suggested next steps:
<ul style="list-style-type: none"> <li>Revised PE curriculum with a focus on physical literacy through high quality teaching.</li> <li>A wide ranging and engaging curriculum for each year group.</li> <li>News schemes of work specifically designed for the area and equipment at the Vineyard.</li> <li>Curriculum fitting into local Richmond School Sports Partnership and Sports Development Competitive pathway.</li> </ul>	<ul style="list-style-type: none"> <li>Confirm the additional (subsidised by parents) sports/activities to the curriculum for each year group. For example EYFS – Ballet, Year 1 – Karate, Year 2 Bikeability Level 1, Year 3 – Swimming and water safety, Year 4 Parkour, Year 5 Karate Year 6 Yoga/Canoeing. Basic first aid for year 5/6</li> </ul>	<ul style="list-style-type: none"> <li>PE Co Lead Salary</li> <li>Equipment £396.71</li> </ul>	<ul style="list-style-type: none"> <li>Chn are engaged and excited. Chn are thinking and making decisions through child centred schemes of work.</li> <li>Participation is high and competitiveness is rising as skill levels improve.</li> <li>Chn are using a wider range of equipment.</li> <li>Chn are committed to PE and have a desire to improve.</li> </ul>	<ul style="list-style-type: none"> <li>Complete schemes of work across all year groups.</li> <li>Revise and assess new curriculum after 2019/20</li> <li>Work with Pools on the Park Richmond to devise a swimming scheme of work which also includes classroom based sessions on technique and water safety. Competent swimmers to learn how to swim competitively eg starts, turns and finishing.</li> <li>Apply for AfPE award 2021</li> <li>Apply for Sports Mark award 2020</li> <li>Apply for Healthy Schools Award 2020</li> </ul>
<ul style="list-style-type: none"> <li>Health &amp; Wellbeing Promotion</li> </ul>	<ul style="list-style-type: none"> <li>Continue partnership with catering company Raddish.</li> </ul>	<ul style="list-style-type: none"> <li>PE Co Lead Salary</li> </ul>	<ul style="list-style-type: none"> <li>C4L Sugarsmart campaign was well received in EYFS/KS1. Children enjoyed the sticker packs and engaged with the healthy eating notice board. A group of year 4 chn piloted a Sugarswap cooking session with Raddish chefs. Smart swaps on takeaway options eg Dominoes/KFC</li> <li>Veg Power campaign ran in the KS2 canteen over 12 weeks. Chn were challenged to defeat veg by eating the weekly advertised vegetable. TV ads were played in the canteen each Friday. The winner will receive a picnic lunch by Raddish and games afternoon.</li> <li>During a summer menu</li> </ul>	<ul style="list-style-type: none"> <li>Work alongside Raddish to provide regular Sugarsmart sessions.</li> <li>Jigsaw PSHE units of healthy to be delivered with PE Co Lead so a direct link is made in the children's minds between PE/physical wellbeing and healthy eating.</li> </ul>

<ul style="list-style-type: none"> <li>Active Curriculum</li> </ul>	<ul style="list-style-type: none"> <li>Respond to CPD opportunities and send teaching staff/curriculum leads on courses.</li> </ul>	<ul style="list-style-type: none"> <li>PE Co Lead Salary</li> <li>? PTA funding for learning garden and table tennis.</li> </ul>	<p>consultation chn make the decision independently to remove one of the puddings from the menu. Ch shared their ideas enthusiastically and made informed decisions about what was best for them.</p> <ul style="list-style-type: none"> <li>Maths lead attending Active Maths by the Youth Sports Trust.</li> <li>Numeracy makings in the KS2 learning garden. Chn enjoy having lessons outside because the markings allow them to physically move to the answers.</li> <li>Table tennis tables introduced to year 6 area to act as an active break in the lead up to SATS.</li> </ul>	<ul style="list-style-type: none"> <li>When timetabling in September teachers should use the Active Planner which highlights which lesson have more/less activity. Eg how much time is spent at the table, how often do they get up to use resources. Art can be a more active subject than literacy. Teachers to then re plan their timetable so that movement is included in the day eg standing and writing, moving to the carpet.</li> </ul>
<ul style="list-style-type: none"> <li>Increased visibility</li> </ul>	<ul style="list-style-type: none"> <li>Notice boards in prominent places in and around the school.</li> </ul>	<ul style="list-style-type: none"> <li>PE Co Lead Salary</li> </ul>	<ul style="list-style-type: none"> <li>Photos of the children's PE on notice boards. Photos of teams representing the school in fortnightly electronic and printed newsletter displayed on the driveway. Introduction of a portable A-frame board to display news.</li> <li>Children encouraged to attend sports specific venues and watch professional sports people. Twickenham, Wimbledon and Lords. Parents report that these additional trips excite and inspire. Chn take part in clubs because they know there will be additional opportunities for the commitment they show.</li> <li>Chn recognised in assemblies with</li> </ul>	<ul style="list-style-type: none"> <li>Create a visible curriculum and competitive pathway. Ensure that chn know the journey that they will enter in PE from September, and the extra opportunities available to compliment it.</li> <li>Develop a way to recognise external sporting achievements.</li> <li>Develop one wall in each hall to promote sport and positive role models.</li> <li>PE Co Lead to take an active part in developing a new website where sporting life at the Vineyard is celebrated.</li> </ul>

			certificates for their participation and performance. <ul style="list-style-type: none"> <li>• Back 2 Netball session set up for Vineyard parents.</li> <li>• PE lessons taught during engagement day for parents to view.</li> </ul>	
<b>Key indicator 3:</b> Increased confidence, knowledge and skills of all staff in teaching PE and sport				Percentage of total allocation:
				(12.5% of Pe Co Salary)
School focus with clarity on intended impact on pupils:	Actions to achieve:	Funding allocated:	Evidence and impact:	Sustainability and suggested next steps:
<ul style="list-style-type: none"> <li>• NQT team teaching</li> <li>• TLSA mentoring</li> </ul>	<ul style="list-style-type: none"> <li>• Make available for all NQTs at the Vineyard.</li> <li>• Offer to existing teachers (perhaps entering a new year group in September).</li> <li>• Offer to new teachers to the Vineyard.</li> <li>• Promote the opportunity in September to upskill within the area of PE.</li> </ul>	<ul style="list-style-type: none"> <li>• PE Co Lead Salary</li> <li>• PE Co Lead Salary</li> </ul>	<ul style="list-style-type: none"> <li>• NQTs have reported increased confidence and gained experience.</li> <li>• NQTS taught a repeating pattern structure to lessons adding familiarity which makes both adults and chn feel safe secure</li> <li>• Detailed lesson plans allow NQTS to focus on the whole child, using their prior knowledge of how the chd learns to use the adaptations and progressions on the lesson plan effectively.</li> <li>• Chn enjoy taking part in an engaging and challenging lesson.</li> <li>• Upskilling TLSA has made them feel valued within the school. They have welcomed the opportunity to develop in an area of their choice which will further the career development. TLSA has led PE lessons with confidence and imagination utilising their in depth knowledge of their year group.</li> <li>• Character and resilience has been</li> </ul>	<ul style="list-style-type: none"> <li>• Ensure there is time for feedback at the end of a block.</li> <li>• Continue yearly with the aforementioned groups.</li> </ul>

<ul style="list-style-type: none"> <li>SEND CPD</li> <li>Teaching Staff knowledge</li> </ul>	<ul style="list-style-type: none"> <li>Discussion around EHCPs and 1:1 practical examples of ways to adapt PE lessons whilst supporting the teacher.</li> <li>PE lead sessions in specific sport knowledge.</li> </ul>		<p>developed in some chn that were often failing at their PE task. Chd specific adaptations made during PE and OT sessions.</p> <ul style="list-style-type: none"> <li>New and varied opportunities in OT club.</li> </ul>	<ul style="list-style-type: none"> <li>PE Co to work alongside teachers with SEND in their class where the differentiations on the planning isn't meeting their specific need.</li> <li>Recruitment process to include questions around PE and active timetable planning.</li> </ul>
<b>Key indicator 4:</b> Broader experience of a range of sports and activities offered to all pupils				Percentage of total allocation: (Happens as a result of KI1 salary time)
School focus with clarity on intended <b>impact on pupils:</b>	Actions to achieve:	Funding allocated:	Evidence and impact:	Sustainability and suggested next steps:
<ul style="list-style-type: none"> <li>See KI1 Extra-Curricular for evidence.</li> <li>See KI2 Revised PE Curriculum for evidence.</li> </ul>				
<b>Key indicator 5:</b> Increased participation in competitive sport				Percentage of total allocation: (25% PE Co Salary)
School focus with clarity on intended <b>impact on pupils:</b>	Actions to achieve:	Funding allocated:	Evidence and impact:	Sustainability and suggested next steps:
<ul style="list-style-type: none"> <li>Competitive Pathways</li> </ul>	<ul style="list-style-type: none"> <li>Mirror the curriculum to the competitive pathways available in Richmond/London.</li> <li>Ensure clubs also reflect competitive pathways.</li> </ul>	<ul style="list-style-type: none"> <li>PE Co Lead Salary</li> <li>Sports Development Tournaments, Swimming Gala and leagues £850</li> <li>RSSP</li> </ul>	<ul style="list-style-type: none"> <li>Golf club started at local club and Tri golf included in the year 4 PE curriculum to enter the School Games Tri Golf competition.</li> <li>Watersport clubs linked to entry level LYGs sailing and kayaking.</li> <li>Cricket club and revised lesson planning allowing entry into Y5/6 Kwik Cricket competition.</li> </ul>	<ul style="list-style-type: none"> <li>Enter key steps gymnastics in 2020</li> <li>Enter girls year 6 cricket 2020</li> <li>Enter year 5 mixed cricket 2020</li> <li>Enter year 3/4 tennis 2020</li> <li>Enter</li> <li>Run a Y1,2,3 cricket competition for the cluster 2021</li> </ul>



<ul style="list-style-type: none"> <li>• Festival of Sport</li> <li>• Curriculum PE</li> </ul>	<ul style="list-style-type: none"> <li>• Activities linked to the key stage PE</li> <li>• Recording of results on PE database</li> </ul>	<ul style="list-style-type: none"> <li>• Partnership (School games pathways competitions) £1000</li> <li>• Borough Sports £50</li> <li>• PE Co Lead Salary</li> <li>• Equipment £350</li> <li>• PE Co Lead Salary</li> </ul>	<ul style="list-style-type: none"> <li>• Entered 4 sports development tournaments (swimming, netball, rugby and football).</li> <li>• Entered 4 leagues (netball, boys football, girls football and rugby).</li> <li>• Entered 6 RSSP events (cross-country, sportshall athletics, kwik cricket, borough sports, tennis and tri-golf).</li> <li>• Entered 6 knights basketball events</li> <li>• Entered year 3/4 cluster football competition.</li> <li>• Chn creating personal bests in measurable activities, particular health and fitness units. Chn able to compare their results year on year. Chn show a desire to improve and question the reasons behind their PB.</li> </ul>	<ul style="list-style-type: none"> <li>• Run a Y5/6 Lacrosse competition for interested schools 2021</li> <li>• Enter Quicksticks hockey 2021</li> </ul>
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