

# Evidencing the Impact of the Primary PE and Sport Premium

Meltham CE Primary School  
Sports Premium Spending REVIEW  
(2020-21)

Commissioned by  
Department for Education

Created by



YOUTH  
SPORT  
TRUST



Green Columns evidence the impact and sustainability of the 2020-21 Sports Premium Grant expenditure. As a result of the COVID pandemic many of the planned actions proved impossible and resources were reallocated to meet the needs of children in the face of often difficult circumstances.

Key achievements to date:	Areas for further improvement and baseline evidence of need:
<ul style="list-style-type: none"> <li>• Provision of adults for lunchtime coaching</li> <li>• Broad delivery of high quality PE &amp; Games curriculum</li> <li>• Purchase of quality PE &amp; Games stock to support delivery of curriculum.</li> </ul> <p>Previous to COVID-19 closures and mitigation restrictions:</p> <ul style="list-style-type: none"> <li>• Coverage of competitions remains good, football, rounders, netball hockey, cricket, cross country swimming gala</li> <li>• Girls' football team represented Huddersfield Town in National finals</li> <li>• Engagement of reluctant pupils</li> </ul>	<ul style="list-style-type: none"> <li>• Further development of assessment of PE to identify pupils needing more support and identification of talent early in KS2</li> <li>• Increase uptake of girls in sport</li> <li>• Upskilling of class teachers using trained PE staff</li> </ul>

Meeting national curriculum requirements for swimming and water safety 2019-20	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.	98%
What percentage of your current Year 6 cohort use a range of strokes effectively [for example, front crawl, backstroke and breaststroke]?	53%
What percentage of your current Year 6 cohort perform safe self-rescue in different water-based situations?	53%
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 / above</b> the national curriculum requirements. Have you used it 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 students today and for the future.

<b>Academic Year:</b> 2020-21		<b>Total fund allocated:</b> £19, 520 <b>Carry forward:</b> £5,767 <b>Total:</b> £25,300		<b>Date Updated:</b> Sept 2020	
<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: 0 %
<b>School focus with clarity on intended impact on pupils:</b>		<b>Actions to achieve:</b>		<b>Funding allocated:</b>	
<ul style="list-style-type: none"> <li>Regular physical activity for healthy pupils (<i>impact for SEMH – social, emotional and mental health – and physical health</i>)</li> </ul>		<ul style="list-style-type: none"> <li>Daily Km</li> <li>Lunchtime coaches for KS2 and KS1 playground</li> </ul>		£0 <i>(included in £8,700 for two coaches 1.5 days a week – Key Indicator 3)</i>	
				<b>Evidence and impact review (Sept 2021):</b>	
				<ul style="list-style-type: none"> <li>Daily KM embedded.</li> <li>Enjoyment of children.</li> <li>Lunchtime coaches had high uptake of engagement with children.</li> </ul>	
				<b>Sustainability and suggested next steps (Sept 2021):</b>	
				<ul style="list-style-type: none"> <li>Daily KM continued as low cost and high impact for physical and social and emotional health.</li> <li>Lunchtime coaches provide variety and have a positive impact on behaviour at lunchtime. Whilst S.P. funding is available, this will continue.</li> </ul>	

Key indicator 2: The profile of PESSPA (physical education, school sport and physical activity) being raised across the school as a tool for whole school improvement				Percentage of total allocation:
				0%
School focus with clarity on intended <b>impact on pupils</b> :	Actions to achieve:	Funding allocated:	Evidence and impact (Sept 2021):	Sustainability and suggested next steps (Sept 2021):
<ul style="list-style-type: none"> <li>Develop and deepen children's understanding of the positive impact of physical movement and sport on their health, mental health, attitude and focus.</li> </ul>	<ul style="list-style-type: none"> <li>Science curriculum</li> <li>PSHE curriculum</li> <li><del>All competitions shared with parents via social media</del></li> <li><del>Sport reported on weekly newsletter</del></li> <li><del>Celebrations of school teams in assemblies</del></li> <li>Appoint emotional wellbeing lead &amp; governor</li> </ul>	<ul style="list-style-type: none"> <li>£0</li> <li>£0</li> <li>£0</li> <li>£0</li> <li>£0</li> <li>£0</li> </ul>	<ul style="list-style-type: none"> <li>Importance and understanding of the positive impact and importance of physical exercise on both mind and body covered through Science/PSHE curriculum.</li> <li>COVID restricted any sports participation/reporting</li> <li>Wellbeing governor and lead appointed.</li> <li></li> </ul>	<ul style="list-style-type: none"> <li>Re-start publicising / celebrating sporting participation &amp; success</li> <li>Wellbeing governor visit to school</li> <li>Mark national weeks which impact on mental health</li> </ul>

Key indicator 3: Increased confidence, knowledge and skills of children and all staff in teaching PE and sport				Percentage of total allocation:
				71.5%
School focus with clarity on intended impact on pupils:	Actions to achieve:	Funding allocated:	Evidence and impact (Sept 2021):	Sustainability and suggested next steps (Sept 2021):
<ul style="list-style-type: none"> <li>Use of 3 sports coaches to model PE teaching with focus on wide range of sports.</li> <li>Use of 3 specialist sports coaches to ensure high quality PE sessions.</li> <li>Use of a structured and measured assessment tool to identify progress of pupils in PE Facilitate staff to teach lessons independently</li> <li>Review curriculum with PE lead focusing on coverage and curriculum intent</li> <li>Positive CPD impact on Meltham CE Staff</li> </ul>	<ul style="list-style-type: none"> <li>A full range of Games and PE activities available across school</li> <li><del>Year 3, 4 and 5 children measured with the Sporting Age program before and after a 12 week input</del></li> <li>Purchase of specific Sporting Age related equipment to allow scheme to embed</li> <li><del>Reviewed MCE PE and Games curriculum and sports coverage plan Intent, Implementation and Impact as well as progression of skills in place by Summer 2020-21</del></li> </ul>	<p><b>£8,400</b> (Coach 1 for high quality modelled provision; curriculum review and rebuild)</p> <p><b>£8,700</b> (Coach 2&amp;3 for measured Sporting Age delivery in Y3, 4, 5 and modelled high quality input)</p> <p><b>£1000</b> (Sporting Age equipment)</p>	<ul style="list-style-type: none"> <li>Continued modelling of good practice was maintained in part but limited by restrictions of the pandemic (inside space unusable, teachers given increased time to plan for the demands of remote learning).</li> <li>Sporting Age work was suspended as a result of pandemic.</li> <li>Children report anecdotal evidence of enjoyment and engagement with the sports coaches.</li> <li>Sessions well resourced.</li> </ul>	<ul style="list-style-type: none"> <li>Reintroduction of sporting age program in key year groups.</li> <li>Provision is not sustainable in terms of timetabling given to outdoor PE/Games in light of the school's commitment to the Forest School Program. Therefore, the modelling and planning of PE/Games curriculum is the suggested priority for next year.</li> </ul>

Key indicator 4: Broader experience of a range of sports and activities offered to all pupils (COVID-19 restricts the wider availability of sports in the Autumn and Spring terms)				Percentage of total allocation:
				23.7%
School focus with clarity on intended impact on pupils:	Actions to achieve:	Funding allocated:	Evidence and impact (Sept 2021):	Sustainability and suggested next steps (Sept 2021):
<ul style="list-style-type: none"> <li>Use of 3 sports coaches to model PE teaching with focus on wide range of sports.</li> <li>Enable termly sports planning sessions across KS2 (plan, deliver review)</li> <li>Establish the taking part of outdoor and adventurous activity challenges both individually and in teams (KS2 and KS1)</li> <li>Maintain emphasis on cycling</li> </ul>	<ul style="list-style-type: none"> <li><del>Reviewed MCE PE and Games curriculum and sports coverage plan – Intent, Implementation and Impact as well as progression of skills in place by Summer 2020-21]</del></li> <li><del>Clubs week delivered Summer 2020-21 (COVID-19 permitting)</del></li> <li>Outdoor and adventurous activity leaders will work with children and school staff to impact on children’s SEMH, cooperation skills and broaden curriculum opportunities.</li> <li>Balanceability / Bikeability</li> </ul>	<p>See Key Indicator 3</p> <p>£0</p> <p>£6,000</p>	<ul style="list-style-type: none"> <li>COVID pandemic severely limited much of the cycling and the PE &amp; Games planning.</li> <li>Lots of extra time was given to outdoor PE/Games, but strategic development of the subject was delayed.</li> <li>Intra-school competitions were held in the Summer Term</li> </ul>	<ul style="list-style-type: none"> <li>Curriculum development work focusing on progression, knowledge and skills developed by coached and school PE lead</li> </ul>

<b>Key indicator 5:</b> Increased participation in competitive sport (Local, national and even INTRA sports are not possible under Autumn and Spring restriction for COVID-19). This year, expenditure will be focussed on Key Indicators 1-4 with a review in the Summer Term				Percentage of total allocation:
				4.8%
<b>School focus with clarity on intended impact on pupils:</b>	<b>Actions to achieve:</b>	<b>Funding allocated:</b>	<b>Evidence and impact (Sept 2021):</b>	<b>Sustainability and suggested next steps (Sept 2021):</b>
<ul style="list-style-type: none"> <li>Talented sports group from Y5 &amp; Y6 to work on preparation for possible competitions in Summer term and academic year 2021-22</li> </ul>	<ul style="list-style-type: none"> <li><del>Re-start sports focussed after school clubs (current school COVID-19 mitigation guidance restricts children from across-classroom bubbles forming clubs)</del></li> </ul>	£1000	<ul style="list-style-type: none"> <li>Sports Partnership fees facilitated no competitions, but extra coaches were sent into school to impact upon mental and physical health of children.</li> <li>After school clubs and participation in competition were not re-introduced during 20-21 as a result of the ongoing pandemic.</li> <li>No cross-age groups for talented sporting children were possible as a result of COVID bubbles and repeated closures and mitigation measures.</li> </ul>	<ul style="list-style-type: none"> <li>Re-introduction of competitive sport as a local level if possible.</li> </ul>