



Evidencing the Impact of the Primary PE and Sport Premium

Bishop King Sports Premium
Funding 2019/2020

Commissioned by
Department for Education

Created by



**YOUTH
SPORT
TRUST**

Schools must use the funding to make **additional and sustainable** improvements to the quality of PE and sport they offer. This means that you should use the Primary PE and Sport Premium to:

- develop or add to the PE and sport activities that your school already offers
- build capacity and capability within the school to ensure that improvements made now will benefit pupils joining the school in future years

Please visit [gov.uk](https://www.gov.uk) for the revised DfE guidance including the 5 key indicators across which schools should demonstrate an improvement. This document will help you to review your provision and to report your spend. DfE encourages schools to use this template as an effective way of meeting the reporting requirements of the Primary PE and Sport Premium.

We recommend you start by reflecting on the impact of current provision and reviewing the previous spend.

Under the [Ofsted Schools Inspection Framework](#), inspectors will assess how effectively leaders use the Primary PE and Sport Premium and measure its impact on outcomes for pupils, and how effectively [governors](#) hold them to account for this.

Schools are required to [publish details](#) of how they spend this funding as well as on the impact it has on pupils' PE and sport participation and attainment. We recommend regularly updating the table and publishing it on your website as evidence of your ongoing review into how you are using the money to secure maximum, sustainable impact. To see an example of how to complete the table please click [HERE](#).



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"> • Free lunchtime clubs offered to KS2 and KS1 children • Develop staff subject knowledge in coaching PE • All staff receiving support for PE • An after school club set up to provide coaching for identified G&T children to represent the children in competitions • The Golden Mile is used to ensure all children take part in regular sport. 	To be reviewed quarterly and all evidence to be presented July 2020

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?	Unable to assess due to swimming pool closure/ COVID
What percentage of your current Year 6 cohort use a range of strokes effectively [for example, front crawl, backstroke and breaststroke]?	Unable to assess due to swimming pool closure/ COVID
What percentage of your current Year 6 cohort perform safe self-rescue in different water-based situations?	Unable to assess due to swimming pool closure/ COVID
Schools can choose to use the Primary PE and Sport Premium to provide additional provision for swimming but this must be for activity over and above the national curriculum requirements. Have you used it in this way?	Yes

*Schools may wish to provide this information in April, just before the publication deadline.

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.

Academic Year: 2019/20		Total fund allocated: Carry forward from 18/19 - £11,475 April 2019 – March 2020 - £19,099 Total Funding - £30,574		Date Updated: 19.6.19	
Key indicator 1: The engagement of all 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:	
				%	
School focus with clarity on intended impact on pupils:	Actions to achieve:	Funding allocated:	Evidence and impact:	Sustainability and suggested next steps:	
Lunchtime clubs developed for target children in KS2 and KS1.	Employ outside agency Premier to provide a lunchtime club for both KS1 and KS2.	£1200	This has been effective in reducing the behavior issues at lunchtime on the day the coach is in. Children have enjoyed these sessions and been active during their lunch break	To continue next year but be more structured in terms of the sports being coached. Increase to daily next year.	
Premier used to run an after school club for G&T children	G&T pupils identifies and targeted to take part in a sports club. Identify different sports for each term for the children to be trained in.	£1000	This club became more aimed at getting as many children as possible engaging with extra-curricular activities and enriching the sports cultural capital by offering sports they may not have had the opportunity to do before (archery and fencing)	This was effective in engaging children who had not previously taken part in extra-curricular sports and was a popular club. Offer again next year to less agile pupils	
A coach is employed to run regular afterschool clubs and the golden mile	Children’s desired sports used to organize clubs. Coach to train children in desired sports	£1848	The Golden Mile has ensured that all children run or walk a mile twice a week and after school clubs ensured more children are physically active.	The Golden Mile has been effective in ensuring children are more active during the day and regular after school clubs with enriching sports has increased children sporting cultural capital.	

PSHE sessions to heighten the profile of sport through the Kick it Out Poster competition	Launched to the whole school in a collective worship	£225	The PSHE session of Stand Up Speak Up was effective and engaging to target children in Year 6 to challenge current issues. In an impact questionnaire, the year 6 teacher expressed how effective these sessions were.	A useful session for targeted children in year 6 and will continue as part of sports provision next year.
PE equipment inspection and renewal	Equipment checked for safety to enable all children to take part in sports.	£4000		Carry out again next year for safety.
Timetabled charity and sporting events which encourage the enjoyment of sports	Launched to the whole school in a collective worship. Race for Life promoted and run within school.	£500	This year the school took part in a Santa Run (Autumn 2) and Comic Relief (Spring 2) which the whole school took part in and enjoyed. Due to school closures we could not host a Race For Life (Summer 2).	This has been effective in engaging children in the enjoyment of sport and so will continue next year. These will be included in our annual curriculum plan
Children to take part in the golden mile.	Set up and run within school and children's laps recorded and prizes given for those who achieve milestones. Laps to be recorded and inputted onto database.	£250	The Golden Mile has ensured that all children run or walk a mile twice a week and after school clubs ensured more children are physically active. Teachers inputted laps and the boy and girl in each class with the most laps were to go on a stadium tour.	The Golden Mile has been effective in ensuring children are more active during the day and will continue to happen next year.
Football FUNdamentals used to improve the skills of children in year 1.	Planned sessions with both year 1 classes receiving 6 hours of training each from professional coaches	£500	Year 1 really enjoyed this intervention and through teacher feedback it is clear that these sessions helped improve the children's basic skills and ABCS.	To be renewed next year.
Sports sessions for targeted girls outside of the school curriculum	Disengaged year 5/6 girls selected to take part in extra-curricular activities to get them more involved in regular sports	£250	Due to Covid-19 school closures this did not happen as it was scheduled for summer term.	This would be something that should be brought forward to next year to ensure disengaged girls take part in exercise.

Second year group sent for swimming lessons.	80% able to do a minimum of 25m.	£6384	This has been extremely effective with ensuring a higher percentage of our children are able to swim and swim the minimum 25m.	To continue next year to see the full impact as the Year 4 cohort will be the first to receive swimming lessons for two consecutive years.
Key indicator 2: The profile of PE and sport being raised across the school as a tool for whole school improvement				Percentage of total allocation:
				%
School focus with clarity on intended impact on pupils:	• Actions to achieve:	Funding allocated:	Evidence and impact:	Sustainability and suggested next steps:
Annual celebration assembly to ensure all pupils are aware of the opportunities we provide as a school	Assembly booked into school calendar Trophies, certificates and medals purchased	£50	Due to school closure this did not take place.	Children are very enthused by the awards and this has been an effective way to motivate children to take part continuously in sports and promote Sports and exercise so this will continue next year.
Through support with assessment and planning of PE staff	Planning and assessment monitored to ensure that the whole PE curriculum is being covered and G&T pupils identified.	£200	A new assessment system has been created for staff to assess children and for children to self/peer assess. This will be trailed next year.	To trial the new assessment system of a 'PE passport' in the next academic year.
Weekly celebration assembly highlighting the achievements of children in sport.	Communicate with head to ensure that sporting rewards are being celebrated	£0	This has raised the profile of sports as coaches have chosen children to be <i>Sports Person of the week</i> and this is celebrated weekly in assembly.	To continue to take place in the next academic year.
Year 6 children to be Playmakers and act as role models for sports, supporting staff and running small activities at break and lunch times	Children identified by staff to be trained by playmakers and then supported by PE lead to run sessions at break and lunch with the aim to help with behavior.	£200	Children were identified by staff who showed capable leadership and coaching skills and targeted with this programme. The children enjoyed this and developed their leadership and communication skills.	To continue this programme for the next Year 6 cohort to develop their leadership and communication skills. PE leader to monitor at lunchtimes to ensure that it is happening as per timetable
A tour of LCFC and a talk with footballers used to help engage disengaged learners in their in learning	Plan the tour within the curriculum to engage disengaged learners	£200	This did not happen due to Covid-19 school closure.	This was a good reward for the Golden Mile and motivated children within the school to take part and push themselves in the

Professional coaches come in to deliver interventions with disengaged learners and promote the profile of sports in the school but using it as a tool to engage children.	Plan in the interventions and select the target children in year 5/6 to receive the support.	£200	This was targeted at the Year 4 cohort and teachers found this beneficial for targeted children.	session. Provision looked into again for next year
Structured assemblies covering PSHE topics to be led by professional coaches to raise the profile of PE and address issues such as racism in sports etc.	Plan in the assemblies to be in line with the schools Church and British values (with DHT)	£200	A majority of this was planned for the summer term to link with the current Church school and British Values but did not take place due to school closure.	In the past when these have happened they have been very effective in addressing current issues and making links to sports so will be looked at for the next year's provision.
Leadership time given for PE lead to promote sport within the school and arrange sporting events for the school.	Planned leadership time to allow the PE lead to carry out planning and preparation for sporting events.	£500 + £	This has been used to organise and run events and monitor the subject.	To continue planning and preparation of sporting events plus additional £500 to include leadership time to visit lessons and to provide support as necessary

Key indicator 3: Increased confidence, knowledge and skills of all staff in teaching PE and sport				Percentage of total allocation:
				%
School focus with clarity on intended impact on pupils:	Actions to achieve:	Funding allocated:	Evidence and impact:	Sustainability and suggested next steps:
LCFC to come into school and providing CPD for teachers by coaching alongside them	Communicate with LCFC to monitor the effectiveness of CPD support and improvement to teaching and learning	£1500	Impact questionnaires completed by staff show the impact of the CPD on their teaching and all of this has been positive in helping to improve teacher's confidence and knowledge in PE.	To continue to use coaches to upskill teachers in areas they feel less confident in PE. Staff questionnaire to inform areas planned for
Premier sport coming into school and providing CPD for TAs and RQTs.	Communicate with premier staff to monitor the effectiveness of CPD support and improvement to teaching and learning Feedback forms to be completed to see if there has been an increase in staff confidence.	£1990	Premier worked alongside TA's who have been teaching sport as part of their PPA cover; feedback on their support was extremely positive.	To continue to use Premier to support staff and upskill support staff.
RQT's given professional development to help develop their coaching skills	A coach from LCFC to work with RQTs on sports they need support in teaching.	£1000	Due to Covid-19 the course did not take place	Have outline provision for RQTs next year and RQT+1 staff
Key indicator 4: Broader experience of a range of sports and activities offered to all pupils				Percentage of total allocation:
				%
School focus with clarity on intended impact on pupils:	Actions to achieve:	Funding allocated:	Evidence and impact:	Sustainability and suggested next steps:

Additional achievements: Children offered a range of sports that they are not usually exposed to at after, lunch and breakfast clubs	Encourage every child to take part in one club More children taking part in each club, which is recorded through registers	£2000	This was extremely effective in increasing pupil cultural capital and engaging more children in sports. The take up for extra-curricular activities was the highest yet.	To continue to offer a range of sports that are suggested by children to allow for more participation in clubs, including breakfast club for disadvantaged pupils
Clubs such as cross country, athletics and football provided for children to encourage them to try new sports.	Have feedback for the taster sessions and monitor uptake of sports	£250	These clubs were extremely popular and children participated in these regularly. It ensured more children took part in sport and exercise and exposed them to competition and competitive sports.	To continue these clubs next year. Take part in the inter-schools cross country and athletics annually
Each term Premier will run an enrichment day will take place where each child will try different a new sport they have never experienced.	A small sample of questionnaires given to children after each enrichment day.	£250	These were timetabled to take part at the end of Spring 2 and the summer terms and due to school closer did not happen.	These were successful in previous years so will be used again in the next academic year to promote sporting cultural capital.
Key indicator 5: Increased participation in competitive sport				Percentage of total allocation:
				%
School focus with clarity on intended impact on pupils:	Actions to achieve:	Funding allocated:	Evidence and impact:	Sustainability and suggested next steps:
Participation in Lincoln School's Cross Country League and athletics competitions	Success at school competitions Chances for children to speak about their sporting experiences within school. Host a cross country event to promote the sport within school Children to take part in training	£200	This exposed children to competitive running and challenged our G & T. The races were successful and children enjoyed them. Due to Covid-19 we were unable to host an event ourselves.	To enter the competitions again to expose children to a competitive atmosphere.

Children to compete in inter-school competitions each term in different sports through outside agency-Premier.	prior to competition Use the schools house reward system within the inter house competitions	£250	Due to school closure we were only able to hold one of the competitions but it was a success with children enjoying the day and taking part in competitive sports (some for the first time)	To timetable these for the next academic year.
Children to compete in tournaments		£250	Children have taken part in a variety of tournaments throughout the year (and had more planned but couldn't happen due to school closure). Children have enjoyed taking part in these and have had some success in competitions.	To arrange tournaments for the next academic year to take part in. If we return in term 5 or 6, arrange for inter-team tournaments within school – if social distancing rules can be adhered to
		£25897		