



Evidencing the
impact of the PE and
Sports Premium at
Albourne
2019-2020





PE at Albourne during lockdown



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.

Key achievements to date until July 2019:	Areas for further improvement and baseline evidence of need:
<p>Sports Games Mark – Gold Award Raised profile of and enthusiasm for PE Introduced Personal Challenge to teachers and during sports day Developed Sports Crew to take ownership of their games and take responsibility as leaders Understanding and raising profile of School Games Values Introduced staff to use of shake breaks during the school day</p>	<p>Develop structure and increase availability of games and active play at break times Continue to develop staff and pupil understanding of Personal Challenge and ensure it is embedded across PE Increase opportunities for children to represent the school both competitively and non-competitively Develop ideas for and ensure children are active throughout the school day and not just in PE lessons Develop a clear progression of skills across the school and ensure staff confident with what they need to deliver within their year group</p>

Meeting national curriculum requirements for swimming and water safety.	All data taken from Year 5 assessments. 3 new children joined cohort in Year 6 with no swimming data passed on from previous school (they have therefore not been included)
<p>What percentage of your current Year 6 cohort swim competently, confidently and proficiently over a distance of at least 25 metres? N.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 2020.</p>	62%
What percentage of your current Year 6 cohort use a range of strokes effectively [for example, front crawl, backstroke and breaststroke]?	100%

What percentage of your current Year 6 cohort perform safe self-rescue in different water-based situations?	100%
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?	The school planned to run Year 6 booster sessions in the final term but were unable to do so due to Covid 19

N.b. Statements highlighted were not delivered due to Covid 19

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: 2019/20	Total fund allocated: £ 29 533	Date Updated: 16.07.2020		
Key indicator 1: The engagement of <u>all</u> pupils in regular physical activity – Chief Medical Officer guidelines recommend that primary school pupils undertake at least 30 minutes of physical activity a day in school				Percentage of total allocation: %
Intent	Implementation		Impact	8%
Your school focus should be clear what you want the pupils to know and be able to do and about what they need to learn and to consolidate through practice:	Make sure your actions to achieve are linked to your intentions:	Funding allocated:	Evidence of impact: what do pupils now know and what can they now do? What has changed?:	Sustainability and suggested next steps:
Opportunities for activity will be provided throughout the school day and imbedded into the curriculum. Children will be encouraged to be active and know it's importance as part of a healthy lifestyle	<p>a. Paid for 'Teach Active' maths lessons year contract to continue supporting teachers to plan and prepare active lessons throughout the curriculum</p> <p>Staff meeting to share example lessons from Active Maths to inspire its use</p> <p>Observe lessons of active maths to see benefit</p> <p>Pupil conferencing to see effect on lessons</p> <p>Monitor Year 3's timetable to see if they have included more active breaks in their daily timetable</p> <p>b. Sports crew leading a variety of</p>	£2386.25	<p>1. Staff now know the expectation that children need to be active for at least 30 minutes a day. All staff now use active brain breaks as part of their daily routine.</p> <p>2. The availability of balls on the playground, alongside other equipment, now means around a third of the children are engaged in football, basketball or their own throwing games. JH monitored 30-40 children per break doing this across a 3 week period.</p> <p>3. The introduction of FUNs skills is meaning children are starting</p>	<p>Work with staff to quickly identify children who have been inactive during lockdown and plan to engage them through clubs</p> <p>Ensure that timetabled periods of activity are explored in the Autumn Term particularly in a climate where staff will be eager to help children 'catch up' and likely be trying to fit more in to an already busy timetable</p> <p>Discuss in staff meetings how this can be achieved in whatever climate we have</p>

	<p>activities 2x weekly and attended training provided by MSA</p> <p>Monitored and supported Sports Crew with games and activities led</p> <p>A range of equipment bought to increase the possibilities and range of activity provided</p> <p>c. Paid for Albion to provide coaching at lunchtime 1 x weekly to engage challenging behaviour</p> <p>Arranged for Sports Crew and Brad (Albion coach) to work closely with Jolf staff on Jolf Day so that they can deliver Jolf activities for chn at break times</p> <p>d. Discussed idea of having allocated time for physical activity (<i>Fresh 5</i>)– e.g. running around playground, skipping in hall, Go Noodle routines etc)</p> <p>SLT suggested we explore this in the Autumn term</p> <p>JH reminded staff about the need for 30 minutes activity in staff meeting + options for what we could do re active brain breaks</p> <p>e. Physical activity became a central part of planning for lockdown. Dedicated outside learning and activity areas of the website created with lots</p>		<p>to set their own personal challenges and staff have the framework thorough which to provide purposeful PE and challenge children (while providing a safe and achievable starting point). Several Year 2 parents report their children taking on the skills challenges at home.</p> <p>4. Children are beginning to show improved fundamental movement skills (throwing/catching particularly) through greater opportunities to practise skills at break times.</p> <p>5. Bubble groups have created their own lockdown games as well as practised FUNs skills during break times. 100% of children active at break times.</p> <p>6. 34% of children took part in Active Albourne, meaning that they were active for at least half an hour a day over a period of 6 weeks.</p> <p>7. Many children sent in photos of their activity which were displayed on class pages, raising the awareness of being active.</p> <p>Also see KS3 re Sports Champion</p>	<p>Continue to use the website as a platform for encouraging activity at home and sharing fundamental movement skills</p>
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	<p>of suggestions. SLT and teachers made encouragement of being outside and active a key element of all dialogue with children and parents, emphasising the importance of this and the need to strike a balance between learning at computers and getting outside and moving.</p> <p>f. Modelled using regular fresh five brain breaks (go noodle, Jumpstart Jonny etc) with bubble group during lockdown and shared with staff. Set up and created games that could be used in pe lessons (kick and dribble rounders, footgolf etc). Worked on having timetabled walks for key workers to encourage children to get outside more and be active. Shared FUNs skills that were appropriate for lockdown with teachers to help structure PE lessons.</p> <p>g. Created playground equipment boxes for all bubble groups to allow them to be active. Moved large equipment (goals, nets) etc around playground to ensure all children had access to one or more pieces of equipment</p> <p>h. Created keeping active part of school website to give children and parents ideas for keeping active. Set up <i>Active Albourne</i> an event replacing sports day which encouraged children</p>		visit	
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	to be active for half an hour a day.			
Key indicator 2: The profile of PESSPA being raised across the school as a tool for whole school improvement				Percentage of total allocation:
				%
Intent	Implementation		Impact	4%
Your school focus should be clear what you want the pupils to know and be able to do and about what they need to learn and to consolidate through practice:	Make sure your actions to achieve are linked to your intentions:	Funding allocated:	Evidence of impact: what do pupils now know and what can they now do? What has changed?:	Sustainability and suggested next steps:
Children will enjoy PE lessons and regular opportunities for activity throughout the school day Children will know that being active is crucial to staying healthy and happy. Staff will have a solid understanding of the fundamentals of PESSPA e.g. fundamental movement skills, personal challenge and how to make PE accessible and enjoyable for all	<p>See above</p> <p>Sports Champion arranged to lead fitness circuits with every class to encourage and inspire children to get active (sponsored event)</p> <p>Continue to encourage personal challenge during PE lessons and in Sports Crew activities</p> <p>Encourage personal best at Sports Day – personal best station?</p> <p>This was instead encouraged through FUNs skills lessons during lockdown and children being challenged to go for the next colour skill</p> <p>Monitor and support Sports Crew</p>	£1093.15	<p>Staff are now more aware of the need for activity, the concept of personal challenge and fundamental movement skills (see above)</p> <p>Active brain breaks (Go Noodle, Jumpstart Jonny etc. are being used more frequently by staff and there is greater awareness of them)</p> <p>Children report that they are learning outside more and enjoying the opportunity to be active (pupil conferencing Summer 2020). <i>I like that we get to go outside lots and learn about</i></p>	<p>Continue to use assemblies etc to raise the profile of PESSPA e.g. celebrating attendance of competitions, share the FUNs skill focus using Sports Crew to encourage all children to be working on it</p> <p>Support and monitor staff to ensure they are providing active breaks and continuing to use Teach Active and utilize outdoor learning. Liaise with new staff up to speed on these things</p> <p>Continue to support the evidencing for Arts mark in respect of dance. Use this as a</p>

	<p>certificates and activities</p> <p>Supported the school application for ARTs mark to raise the profile of dance</p> <p>See above re Fresh Five</p> <p>Attended then reported back to staff about first day of Real PE training. Used FUNs skills to help support teachers with delivery of PE during lockdown. Created resources for teacher to share on their webpage (Active Albourne etc)</p> <p>Worked with staff to come up with ideas for being active during sessions with key worker children in school. Children were taken on walks and lots of learning was taken outside e.g. number hunts, exploring wildlife and using the forest school area.</p> <p>After attending webinar re PE during Covid lockdown, shared with staff the need for PE sessions to develop fundamental movements skills and not just fitness. Gave a FUNs skill focus for each week and worked with teachers to help plan to develop these skills. JH shared the FUNs focus for each week as part of Year 2 home learning</p> <p>Also see e f g above</p>		<p><i>the plants and trees</i> (Y1 pupil)</p> <p>JH witnessed FUNs skills being taught by all teachers and children developing them during break times. Year 2 children showed JH how they'd been getting on through email and when they visited school at the end of the Summer term.</p> <p>Arts Mark application has begun</p>	<p>tool to develop the profile of dance throughout the school</p>
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Key indicator 3: Increased confidence, knowledge and skills of all staff in teaching PE and sport				Percentage of total allocation:
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Intent	Implementation		Impact	34%
Your school focus should be clear what you want the pupils to know and be able to do and about what they need to learn and to consolidate through practice:	Make sure your actions to achieve are linked to your intentions:	Funding allocated:	Evidence of impact: what do pupils now know and what can they now do? What has changed?:	Sustainability and suggested next steps:
<p>Real PE will be used throughout the school to ensure clear progression of skills being taught and to support staff's understanding and ability to deliver effective PE</p> <p>-Teachers will have the subject knowledge, ideas and resources to engage all children in PE, inspire them to be active and effectively develop skills</p>	<p>Bought into Real PE</p> <p>Real PE twilight sessions (x2?) and demonstration lesson to show use of Jasmine and how to implement lessons effectively</p> <p>Employed specialist games and forest schools teachers to support staff with delivering games and forest schools</p> <p>JH attended PE conference + PE and Ofsted corse</p> <p>JH attended Real PE training + reported back to staff</p> <p>Review of effectiveness and accessibility for teachers</p> <p>Ensure all ipads have Jasmine downloaded, ready for teachers to use</p>	<p>£9930.83</p>	<p>Staff now have clear expectations for what will be taught when and how through the progression of skills, long term planning, knowledge organiser and Real PE documents and resources.</p> <p>Equipment is now in place to deliver this curriculum.</p> <p>Staff have been introduced to the FUNs skills and been given an introduction to Real PE, ready to receive formal training. Staff have been seen delivering FUNs skills during lessons</p> <p>The new PE coordinator has had key information passed to her so she is ready to support staff in delivering the revised PE curriculum</p> <p>Staff report feeling more</p>	<p>Monitor the delivery of the new curriculum and Real PE general. Ensure planning is adapted in line with Covid 19 guidelines while also delivering the breath of the curriculum. A particular focus on ensuring fundamental movement skills are developed will be required.</p> <p>Make time for modelling Real PE lessons to staff and coaching them</p> <p>Support staff in using the new knowledge organisers</p> <p>Ensure new equipment is used appropriately and taken care of.</p>

	<p>Reworked long term plan in line with the new Real PE units</p> <p>Reworked the progression of skills across the school so it was in line with long term planning and can provide staff with a clear understanding of the skills they need to develop in each unit</p> <p>Produced knowledge organisers to make it clear to staff, when they begin a unit, the fundamentals of the sport/activity being taught, what the children should already know, what they are expected to teach them and the key vocabulary associated with it.</p> <p>Attended 3 webinars regarding PE in lockdown – disseminated information to staff to support provision.</p> <p>Also see e</p> <p>New equipment bought: -Athletics - long jump mats, shots and weighted javelins so athletics can be taught effectively, sports day can include a range of field events and progression achieved -Gym – springboard purchased so the UKS2 children can develop</p>		<p>confident delivering hockey, tag rugby and basketball and now feel ready to deliver them effectively next year</p> <p>Staff delivered forest school style sessions for key worker children during lockdown after receiving demo sessions</p>	
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	<p>vaulting technique</p> <p>Used lockdown as an opportunity for our forest schools specialist to model sessions for other staff</p> <p>Used Real PE Funs skills as a way of ensuring fundamental movement skills were delivered during lockdown and not just fitness (in response to Mid Sussex Active webinar)</p>			
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Key indicator 4: Broader experience of a range of sports and activities offered to all pupils Percentage of total allocation:
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Intent	Implementation	Impact	13%
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Your school focus should be clear what you want the pupils to know and be able to do and about what they need to learn and to consolidate through practice:	Make sure your actions to achieve are linked to your intentions:	Funding allocated:	Evidence of impact: what do pupils now know and what can they now do? What has changed?:	Sustainability and suggested next steps:
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<p>Children to be exposed to a variety of sports/physical activities.</p> <p>Children to continue to enjoy sports/activities through clubs in school and links to clubs outside of school.</p>	<p>Taster days to experience different sports and raise their profile:</p> <p>Sports Champion visit from international basketball player</p> <p>Jolf Day organised for whole school to experience Jolf</p> <p>TriGolf set to be purchased to build on success of Jolf Day and provide opportunity for Sports Crew and Albion coach to build on the success of Jolf Day</p> <p>Attend a variety of tournaments (competitive) and participation</p>	<p>£3869.55</p>	<p>Children began playing more basketball outside on the playground. When asked children said they enjoyed the sports champion session and explained the importance of exercise for healthy living as well as expressing interest in basketball.</p> <p>Autumn 70/158 engaged in a club or out of school activity</p> <p>In Spring term alone (up until lockdown) a further 56 children engaged</p>	<p>Continue to provide a range of clubs once we are able to</p> <p>Focus clubs on engaging those children identified as inactive.</p> <p>Aim to move towards attending pathway tournaments in tag rugby, and cricket</p> <p>Seek outside providers to continue to provide a range of clubs – particularly gym and dance</p>
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	<p>events (non-competitive) to ensure children are given the opportunity to represent the school both competitively and non-competitively</p> <p>Clubs competitions and participation events attended Ensure a range of clubs are provided to appeal to different interest (rugby, cricket, football, multi sports, gymnastics, gardening)</p> <p>Arrange for T / TA cover to enable staff who run clubs to attend events (MH took netball team to tournament) – focus on ensuring teacher who coaches the children for that sport to be made available to increase children’s confidence and enable better performance</p> <p>Links with Hurstpierpoint College developed – Y3/Y4 attended hockey and netball sessions there</p> <p>Monitoring Monitor club participation across the school and identify that are not active – target with MSA activities and pupil conference to identify which clubs might appeal to them</p>		<p>3 children have begun to play tag rugby at local clubs after enjoying tag rugby club</p> <p>34% of children took part in Active Albourne event</p>	
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	<p>Monitor SEN and PP engagement with clubs</p> <p>Shared dance, fitness, cricket, football and netball online home learning opportunities through the keeping active section of the website during lockdown. Launched Active Albourne</p> <p>Provided a range of activities for key worker and bubble children in school during lockdown – see above</p> <p>Forged links with Sussex cricket and had planned for a roadshow day</p> <p>Also looked at whether y6 could attend the cricket day at the county ground – spoke to Hurst about using their minibuses. They were keen to do so</p>			
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Key indicator 5: Increased participation in competitive sport				Percentage of total allocation:
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Intent	Implementation		Impact	5%
Your school focus should be clear what you want the pupils to know and be able to do and about what they need to learn and to consolidate through practice:	Make sure your actions to achieve are linked to your intentions:	Funding allocated:	Evidence of impact: what do pupils now know and what can they now do? What has changed?:	Sustainability and suggested next steps:
<p>Most children will have represented the school either competitively or through a pathway event</p> <p>Attendance or competition in events will be shared in assemblies and celebrated so children aspire to do the same.</p> <p>the pathway events next year</p>	<p>Paid for 2 year contract to Mid Sussex Active</p> <p>Dance, football, multi sports, netball, hockey events all attended</p> <p>Continued focus on providing tag rugby, netball, cricket and football coaching to develop skills/confidence of children and make them ready for competitive tournaments</p> <p>Raised the profile of teams who have competed (ensure they wear school kit/have team photos etc) by celebrating their success in assemblies and encouraging children to aspire to represent the school.</p> <p>Netball team attended tournament, wearing school kit. Success was celebrated in assembly and match reports read</p>	<p>£1570</p>	<p>18 children represented the school competitively</p> <p>Both events were celebrated during assembly with match reports read out. Children clearly enthused, cheering victories.</p> <p>17 children represented the school at dance</p> <p>10 girls attended Girls Get Active event</p> <p>12 KS1 children represented school at the Sportshall Athletics event</p>	<p>Aim to move towards attending pathway tournaments in tag rugby, and cricket</p> <p>Work with staff to continue to provide clubs that lead to competitive sports. If no staff member can provide for clubs, look to employ high quality coaches to do this.</p> <p>Continue to foster links with local sports clubs as a way of getting children into competitive sport</p>

	<p>out.</p> <p>Y3/4 attended hockey and netball session at Hurstpierpoint College</p> <p>Ensure those attending participation events wear the school kit are referred to as a team and have team photos/celebration to give them a safe and enjoyable taste of competitive sport (the feeling of representing the school without the pressure of direct competition)</p> <p>Plan at least 2 intra school competitions throughout the year</p>			
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64% of allocation spent For itemised spending, see the Sports Premium Spending document in the PE folder (Staff Shared)

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