



Evidencing the Impact of the PE and Sports Premium Ferndale Primary 2020-2021

Review of 2019-2020:

Total Annual PE & Sport Premium Budget: £20, 610

Development Target	Cost
To increase the engagement of all pupils in regular physical activity.	£10,495 (51%) – Running track
To raise the profile of PE and sport across the school as a tool for whole school improvement.	£995 (5%) – AfPE membership
To increase confidence, knowledge and skills of all staff in teaching PE and sport.	*price included in previous packages e.g. AfPE/Dance desk memberships
To provide a broader experience of a range of sports and after-school activities offered to all pupils.	£8000 (39%) – £2800 on KS1 swimming and £4200 on after school clubs.
To increase participation in competitive sport.	£1160 (6%) -£860 on replenishing equipment to deliver range of curriculum and after school activities and £300 on travel to competitive activities.

Other: CPD for PE Lead through DanceDesk. 2 hours of PE. Updated policies, risk assessments and PE and Sport report

Key achievements to date: Review of 2019-2020

1)**Intent-** To increase the engagement of all pupils in regular physical activity.

Implementation- PE lead created a tracking system for each class to record when they have completed the daily mile/physical activity using class dojo.

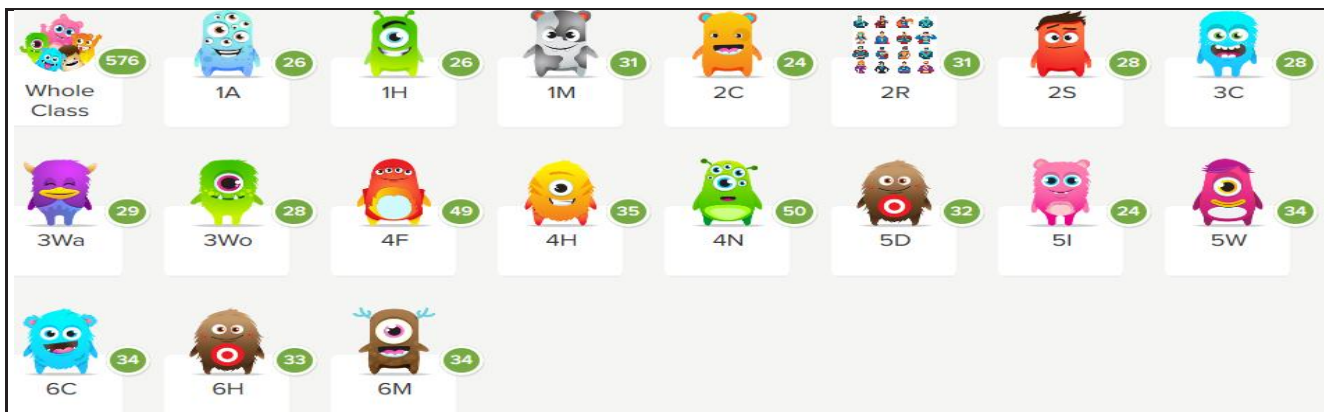
Classes used walk to school tracker to record how children were getting to school and were encourage to walk at least once a week. If children successfully recorded at least one trip every week for the month they were rewarded with a walk to school badge.

Year groups were timetabled for certain days which they were able to use the mini pitch.

Impact- Clear increase seen in children's physical activity levels across the whole school and this positively impacted on children's readiness to learn within the classroom as well as having a positive impact on behaviour. However, as can be seen in the image below, the levels of physical activity were inconsistent across the school.

Children were more regularly walking to school and this was evident in the amount of badges being given out as well as a reduction in the amount of traffic outside school as children/parents were parking further away and opting to 'park and stride' into school.

Children were seen participating in physical activity due to being on the mini pitch were in the past they had been fairly inactive during dinner times as there was a clear focus for the session which was being delivered by a lunch supervisor.



NEXT steps – To incorporate the daily mile into the weekly/daily timetable making sure all classes are providing 30 minutes additional physical activity per day. PE lead to monitor this regularly by checking class dojo, pupil voice surveys and informal ‘learning walks’
To hire a trained coach to lead a range of purposeful activities during lunchtimes to further raise physical activity levels

2)**Intent-** To raise the profile of PE and sport across the school as a tool for whole school improvement.

Implementation- PE lead to attend meetings through DanceDesk and use memberships to AfPE and YST to form a local network across schools to share ideas and share this with teachers back at school. Children to take part in both competitive intra and inter school competitions. Children to take part in school sports day and national sport week.

Impact- Children noticeably showed an increase in their attitude towards PE which was seen not only in lessons but was also evident through pupil voice surveys as children regularly commented on range of after school clubs, variety of topics in PE and the chance to compete in competitions. ‘P.E is so much more enjoyable now we don’t just play football’ ‘I can’t wait until I’m in year 5 and I can try out for the school football team’ ‘I really enjoyed playing against other schools and competing for medals and trophies!!’ ‘I haven’t done an afterschool club before but I’m glad I did this year and I will definitely do another one now!’

NEXT steps – Continue to raise profile through use of competitive sports (school games calendar as well as entering into a football league/cup competitions for both boys and girls), engaging progressive curriculum, use of afterschool clubs and start to introduce lunchtime clubs with the influence of play leaders.

3)**Intent-** To increase confidence, knowledge and skills of all staff in teaching PE and sport.

Implementation- P.E lead to create teacher confidence questionnaire to assess confidence in a range of areas within P.E. These areas to be tracked over the year and PE lead to offer support through shared planning, team teaching, observation of other staff and use of ‘experts’. PE lead to create key skill progression document and ARE related documentation to help children with assessing children and understand how skills progress within different areas to ensure teacher meets the individual needs of each child. Subject lead to deliver a staff meeting to explain identifying ARE children, progression of skills in PE and effective differentiation within PE. Whole class staff meeting delivered to explain the theory behind Commando Joe and the benefits it has had in the past.

Whole staff training day on how to deliver Commando Joe effectively

Impact-

Overall confidence (Autumn) = 60%

Overall confidence (Spring) = 70%

Dance (Autumn) = 54%

Dance (Spring) = 68%

Gymnastics (Autumn) = 54 %

Gymnastics (Spring) = 66%

Invasion games (Autumn) = 78%

Invasion Games (Spring) = 82%

Athletics (Autumn) = 76%

Athletics (Spring) = 82%

*NB: Due to COVID-19, there is no data for summer term. PE lead also unable to hold scheduled staff meeting to talk through ARE document and key skill progression document so this will carry on next year and will link with a data tracking system being created and trialled.

NEXT steps – PE lead to create a subject folder for each year group with short term planning, resources and curriculum information such as key skill progression documenting and ARE related document for each activity across all years. School to utilise a specialised trained individual to provide initial CPD for all teachers. PE lead to then complete another round of teacher confidence surveys which will be used to target specific support to teachers following a teaching and coaching model. PE lead to create a data tracking system for teachers to trial to track ARE and GDS.

4)**Intent-** To provide a broader experience of a range of sports and after-school activities offered to all pupils.

Implementation- Additional swimming lessons for KS1 to be provided using the school pool and introduce water safety as well and additional swimming in KS2. Club registers to be uploaded to SIMs to track percentage of children applying as well as percentage of children being allocated a club. Continue to enter 2 football teams (boys and girls) into a league competitions as well as league cup and other tournaments being ran throughout the year. Complete regular pupil voice surveys to see which clubs have been most popular, which clubs children would like to attend and any reasons/barriers as to why children haven't been attending a club. Clubs to be changed regularly (half termly) to allow for a range of clubs to be on offer as well as targeting a range of different year groups.

Impact- There has been a clear increase in children not only participating in after school clubs but also an increase in the amount of children applying for an after school clubs and this can be seen in the SIMs club data break down below and pupil voice survey responses:

SIMs club data -

2017-2018 (20% of children attended a club)

2018-2019 (231/490 = 47%)

2019-2020 = 40% (data based on Autumn, Autumn 2 and Spring 1 clubs as unable to run other clubs due to Covid 19)

Pupil voice surveys –

'I can't wait until I'm in year 5 and I can try out for the school football team' 'I haven't done an afterschool club before but I'm glad I did this year and I will definitely do another one now!' 'I like that I can take part in a range of different activities and I don't get bored because they get changed before I get bored of the club'

Swimming data –

<u>Year 4 swimming data (2018-19)</u>	<u>Year 5 swimming data (2018-19)</u>	<u>Year 3 swimming data (2019-20)</u>
Duck 2 – 0	Duck 2 – 3	Duck 2 – 13
Duck 3 – 0	Duck 3 – 11	Duck 3 – 12
Duck 4 – 3	Duck 4 – 6	Duck 4 – 11
Stage 1 – 49	Stage 1 – 42	Stage 1 – 13
Stage 2 – 18	Stage 2 – 3	Stage 2 – 3
Stage 3 – 4	Stage 3 – 9	Stage 3 – 3
Stage 4 – 4	Stage 4 – 11	Stage 4 – 0
Stage 5 – 2	Stage 5 – 3	Stage 5 – 0
Stage 6 – 0	Stage 6 – 0	Stage 6 – 0
Stage 7 – 0	Stage 7 – 1	Stage 7 – 0
Can swim 25m – 28 / 80 (35%)	Can swim 25m – 27 / 89 (31%)	Can swim 25m – 3 / 55 (5%)

*No swimming data for Year 4 or Year 5 for 2019-2020 due to Covid 19

NEXT steps – To continue to provide a broad range of clubs and ensure these are delivered in a consistent manner which is beneficial to the children. New clubs to be trialled in light of the impact of Covid 19 to tackle the social and emotional impact caused. To enter school games competitions with the intention of achieving the Silver Charter mark award (previously been awarded bronze)

5) **Intent-** To increase participation in competitive sport.

Implementation- To use the sports games calendar to map out different events to take part in as well as organising competitions within school such as sports day, national sports week, competitions within years groups as well as across year groups. Re-enter both football teams into the invitational league and cup competitions as well as entering a variety of football tournament throughout the year.

Impact- Children taken part in a boys' and girls' football league as well as cup competitions and this features heavily in the year 6 leavers best moments year books with many children commenting on how this was one of the things they enjoyed most about their time at Ferndale.

NB: Due to COVID-19, this will need to continue into the next academic year as majority of the school games which was mapped out over the year for the school to take part in either got cancelled or never went ahead.

NEXT steps – To achieve Silver Charter mark award.

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?	27 / 89 (31%)
What percentage of your current Year 6 cohort use a range of strokes effectively [for example, front crawl, backstroke and breaststroke]?	27 / 89 (31 %)
What percentage of your current Year 6 cohort perform safe self-rescue in different water-based situations?	25 / 89 (28%)
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/No

Areas for further improvement and baseline evidence of need: **Plan for 2020-2021**

Intent- To improve the provision of physical activity.

Implementation- A coach to be used to support physical activity at dinner times. The coach will not only run different sessions each day targeted at specific year groups but will also work alongside the play leaders to train them to deliver their own mini sessions to engage children in a range of physical activities at lunch time. Cyber coach subscription to be renewed to ensure all children have access to physical activity during wet break/dinner times. Tracking of the daily mile to continue and be monitored by PE lead to ensure an even coverage across the school. Incentives to be offered for the class with the most recorded at the end of each half term (introduce a league table system to make a link to sports). New spare kit to be purchased for all year groups to enable everybody the opportunity to take part in physical activity, sport and PE. Physical activity to be planned for a minimum of 30 minutes each day to improve physical stamina after Covid 19 and to address rising obesity levels within Sandwell. Trim trail to be updated/repared and this will be timetabled per day for each year group to develop their fundamental movement skills. Children will continue to use the mini pitch on a timetabled rota for a range of activities at play and dinner time.

Projected Impact- Activity levels to be increased with children observed actively participating in a range of activities, both with adult supervision (sports coach) and child lead supervision (play leaders). This will be evaluated through pupil conference and children questionnaires. Lunch time activities will be more directed and specific due to being guided by a coach and/or play leaders. A rise in the daily mile uptake expected to be seen across the whole school recording at least 5 a week (1 per day) – this to be seen in the tracking used on class dojo. Decreased number of children not participating in PE due to not having their kit.

Intent- To create an effective data tracking system.

Implementation- PE lead to create a data tracking system for each class to track which children at ARE and GDS in each activity within PE. This will be used to track data for children as they progress throughout Ferndale and plan for any necessary interventions where appropriate.

Projected Impact- Clear representation of where children's ability levels are at, especially post Covid, which will allow for adaptations to be made within the curriculum where necessary. This will also improve teachers understanding of the ability levels within their classes and allow them to differentiate activities more effectively, to not only cater for those children struggling but also stretch and challenge those who need it.

Intent- To improve the quality of teaching and learning in PE.

Implementation- P.E. lead to ensure all staff are clear about the learning journey within their year group and what has previously been taught and what will come next through a range of effective CPD opportunities. PE lead to create a year group folder for each year group containing activities to be covered, how to teach/sequence of lessons, ARE documentation and progression of key skills. Subject lead and/or specialised coach to address and support any areas of weaknesses for teachers in delivering aspects of the PE curriculum and to be supported through a coaching and mentoring style program.

Projected Impact- Teacher's to become more confident at delivering effective PE lessons in all areas (evidence to be seen through teacher confident surveys and 'drop ins/learning walks'). Teacher's to become more confident at assessing the abilities of their children and differentiating accordingly (evidence to be seen through teacher confident surveys and 'drop ins/learning walks'). Children to feel more confident within PE as their individual needs are being met and can articulate their learning (evidence to be seen in pupil voice/children surveys and 'drop ins/learning walks').

Intent- To increase participation in competitive sport.

Implementation- PE lead to use the competitive games calendar to map out at least 6 intra competitions across the year, making sure that this covers a variety of activities as well as involving a variety of different year groups. PE lead to also organise competitive competitions within school for children to complete in at least once a term which may be against their own year group or against an adjacent year group. Evidence of these competitions to be displayed in the hall as well as the winners of each competition.

Projected Impact- To achieve the Silver award charter mark. More children to have the chance to compete in competitive sports both within school and with children from other schools.

Intent- To provide a broader experience of a range of sports and after-school activities offered to all pupils.

Implementation- A sports coach to be employed for 4 days each week to provide a range of different activities to the children. These activities will be changed half termly to provide a broad and balanced curriculum and feedback will be taken via pupil voice and pupil conferencing to see which clubs children would like to see offered. A boxing club to run once a week to allow children to learn discipline as well as addressing a healthy, balanced lifestyle which also addresses ways in which to manage their own mental health. Boys' and girls' football teams to continue for the year. Additional swimming opportunities to be provided for KS1 using the school's pool.

Projected Impact- To increase the percentage uptake of children for after school clubs across the year (at least 47% and aim to move towards 55-60% of children participating in a club). To address concerns and worries post Covid through the use of effective mental well being activities which can be delivered through the boxing sessions. To see a more positive attitude towards PE and after school clubs through the use of pupil voice and children surveys. To increase the proficiency and provision for KS1 swimming as well as beginning to introduce them to the importance of water safety .

Academic Year: 2020-2021		Total fund allocated: £20,610 + £2303 from 2019/20 = £22,913		Date Updated: July 2020	
Key indicator 1: To improve the provision of physical activity.					Percentage of total allocation:
					£7900 (34%)
School focus with clarity on intended impact on pupils:	Actions to achieve:	Funding allocated:	Evidence and impact:	Sustainability and suggested next steps:	
Walk to School activity undertaken where children receive badges for walking.	<ul style="list-style-type: none">Children to complete online survey each day.Children to run/jog for 15 minutes around outside of playground.Classes to record the Daily Mile through Class Dojo and this to be monitored by PE lead.Timetable of activities offered during break and dinner times.		More children being encouraged to walk to school or park further away and walk the remaining part.		
Tracking system to be monitored to check classes are completing the daily mile.			100% of classes taking part in Daily mile (seen through dojo tracker)		
			Increased physical activity by those children who access the Mini Pitch, daily mile track and trim trail.		
To increase physical activity during wet play.	<ul style="list-style-type: none">Send out log ins to all staffMake accessible on all computers and I-pads in school.	Cyber coach £500	Further opportunity to increase physical activity in children regardless of weather.		
To increase the provision on offer at playtimes and lunchtimes.	<ul style="list-style-type: none">Coach to set up and run provision at lunch time targeted at a different year group each day.Play leaders to be set up and work in conjunction with coach and lunch supervisors to organize and set up	£3900 – coaching (5 lunch sessions per week)	<ul style="list-style-type: none">Increased activity levels at lunchtime.Improved positive attitudes and behaviour of children at lunchtime.Improved health and well-being of children .		

	relevant equipment and 'physical activity zones'		<ul style="list-style-type: none"> • More confident children who will try and have a go at different sports and activities • Increased child independence and child led activities • Increased links to PE their own PE lessons • Improved social skills, friendships • Increased friendly competition 	
To provide spare kit to ensure all children can access physical activities, sport and PE.	<ul style="list-style-type: none"> • New spare kit to be purchased for a variety of year groups. • KS2 spare kit to be kept in a designated place (bottom building). • KS1 spare kit to be kept in a designated place (top building). 	£500 - spare kit	<ul style="list-style-type: none"> • Increased participation levels. • Increased confidence. • Increased engagement. • Decreased amount of children not taking part in PE 	
To catch up on missed skills to close the gap and make for a smoother transitions between expected skills in each year group.	<ul style="list-style-type: none"> • Subject lead to share ARE documentation and key skill progression with sports coach. • Coach to make an initial assessment against ARE documentation and key skill progression to identify any gaps. • Sports coach to work alongside class teacher to provide effective differentiation and specific skill focused activities to address any missed learning caused due to Covid 19. 	£3000 - coaching (catch up curriculum)	<ul style="list-style-type: none"> • Close any gaps they may have formed. • Smoother transition from year to year. • Increased amount of children assessing ARE. • Increased teacher confidence. • Improve teacher's CPD. • Increased confidence in children. 	

Key indicator 2: To create an effective data tracking system.				Percentage of total allocation:
				£1295 (6%)
School focus with clarity on intended impact on pupils :	Actions to achieve:	Funding allocated:	Evidence and impact:	Sustainability and suggested next steps:
Dance Network-Support for the PE lead through cluster school meetings. 1:1 support or a twilight session for staff at school.	<ul style="list-style-type: none"> • PE lead to attend cluster meetings regularly and arrange 1:1 support or staff twilight sessions. • PE lead to ensure staff are using skills to improve the teaching and learning in school. • NQT CPD- training course • PE lead to use advice from others within the network to create an effective data tracking system 	Dancedesk £995	<ul style="list-style-type: none"> • PE lead to gain confidence and knowledge within the subject • Good practice being shared between local schools • PE lead to share information with school staff to enable their subject knowledge to develop. • The confidence and quality of teaching and learning raised throughout the school 	
PE lead to create tracking system and track progress made across the term.	<ul style="list-style-type: none"> • PE lead to create an effective assessment system and roll out to all staff. • PE lead to monitor and check effective use of assessment system. • PE lead to support any staff with using the ARE documentation to assess children as well as plan sequential lessons using the key skill progression map. 	£300 – cover for PE lead	<ul style="list-style-type: none"> • Clear system to be embedded and confidently used by all teachers. • ARE documentation and key skill progression map to be used regularly to help when assessing. • Clearer and more purposeful differentiation expected to be seen through learning walks. 	

Key indicator 3: To improve the quality of teaching and learning in PE.				Percentage of total allocation:
				£4318 (19%)
School focus with clarity on intended impact on pupils:	Actions to achieve:	Funding allocated:	Evidence and impact:	Sustainability and suggested next steps:
PE lead professional development	<ul style="list-style-type: none"> • PE lead to ensure PE Premium is being spent effectively and efficiently • PE lead to observe lessons, monitor assessment sheets and photo evidence books. • PE lead to provide feedback to staff and support where necessary. • PE lead to offer support using a coaching and mentoring format to act on teacher's weaknesses evident through observations/learning walks and teacher confidence surveys 	Supply for PE lead time £600	<ul style="list-style-type: none"> • PE lead to carry out monitoring on subject to ensure PE across the school is being taught, delivered and assessed to a high standard • Teaching staff are confident at delivering lessons, assessing and monitoring the children. • Children are observed having fun, working and supporting each other, using STEP to support their own PE learning. 	
To gain the AfPE quality mark award.	<ul style="list-style-type: none"> • PE lead to apply for the Quality Mark • PE lead to collect evidence towards the Quality Mark. 	AfPE Charter Mark £270	<ul style="list-style-type: none"> • CPD opportunity for PE lead to assess subject, evaluate impact and create next steps. • Improve overall provision and impact of PE across the whole school. 	

<p>To provide individual and specialized support to teachers.</p>	<ul style="list-style-type: none"> • PE lead to carry out staff confidence surveys to identify individual weaknesses within PE. • PE lead to work alongside sport coach to develop a coaching and mentoring program to assist with the teachers CPD within PE and address any highlighted weaknesses. • Coach to provide feedback to PE lead which will then be passed on to individual teachers. • Individual teachers to provide feedback on the effectiveness of the support given which the PE lead will then pass on to the coach. 	<p>£3448 –coach to support T&L</p>	<ul style="list-style-type: none"> • Increased teacher confidence. • Improved quality of teaching in PE. • Increased effectiveness of differentiation. • Increased amount of children assessing ARE activities as well as demonstrating ARE skills. • Improved understanding of the journey and progression within PE. • Increased amount of children working at ARE and possibly GDS. • Teachers will be able to support other staff with CPD sessions • Children will continue to make good progress or better than expected progress • Children will enjoy their PE lessons • Children will develop teamwork skills • Children will be able to evaluate their own performance and those in their team • Children will be able to talk about the key skills they have been learning and apply these to other sports. 	
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Key indicator 4: To increase participation in competitive sport.				Percentage of total allocation:
				£1380 (6%)
School focus with clarity on intended impact on pupils:	Actions to achieve:	Funding allocated:	Evidence and impact:	Sustainability and suggested next steps:
Transport to Competitions and events	<ul style="list-style-type: none"> Upkeep of the school's mini buses Have insurance Licensed drivers Booster seats Risk assessments 	£300 transport	<ul style="list-style-type: none"> More pupils attending competitions. Achieving silver charter mark award. Pupil voice/conferencing. Staff surveys 	
After school football club for girls.	<ul style="list-style-type: none"> PE lead to arrange suitable days for football team to train so it doesn't clash with any other clubs or activities. PE lead to hold trials within school for girls in year 5 and 6. PE lead to enter the team within a local team and arrange matches and liaise this with the coaching company. 	£1080 Centre Spot	<ul style="list-style-type: none"> Increased participation in competitive sports. Raising the profile of girl's football. Providing children with necessary skills to participate in lifelong physical activity (links to local teams) 	

Key indicator 5: To provide a broader experience of a range of sports and after-school activities offered to all pupils.				Percentage of total allocation:
				£8020 (35%)
School focus with clarity on intended impact on pupils:	Actions to achieve:	Funding allocated:	Evidence and impact:	Sustainability and suggested next steps:
Provide a broad and balanced range of after school activities.	<ul style="list-style-type: none"> • PE lead to create and use a SIMs tracking system to track which children have applied for clubs and which children have received a club to track percentage across the year. • PE lead to sent out children questionnaires to find out ways to raise engagement with afterschool clubs and act accordingly. • PE lead to change afterschool clubs every half term and react to feedback given by children through questionnaire responses. • PE lead to then allocate places to children for each club and track on SIMs to provide an overall percentage at the end of the year. This tracker is used to ensure children are being given a fair opportunity to attend after school clubs throughout the academic year. 	£4320 – x4 clubs per half term	<ul style="list-style-type: none"> • Increased participation in after school clubs. • Increased physical activity levels within children. • Increased interest in sport, PE and competitive games. • Increased amount of applications. 	

Additional swimming/water safety lessons for Year KS1	<ul style="list-style-type: none"> • Monitor the children's swimming ability and follow this up in Year 3/4 when they attend swimming again. • Pupil voice to gain children's thoughts and their understanding of swimming • Teaching staff will ensure swimming instructors are monitoring the children. • Direct parents to Sandwell Leisure Centre's to encourage children to attend free swimming. • Links to be made to water safety where appropriate (this may not always be within the swimming sessions itself and may happen back in class during story time etc). 	£2800 – swimming KS 1 and SEN	<ul style="list-style-type: none"> • Increased number of children who are confident and enjoy being in the water. • No child prevented from participating due to lack of appropriate clothing • Children have gained knowledge of water safety and how to self/peer rescue. They are able to talk about different water dangers and how to stay safe. • Improved swimming data and more children making expected progress • The percentage of children being able to swim 25m unaided will increase by the end of Key Stage 2 (impact can now be monitored from KS1- Year 3/4) 	
After school boxing club.	<ul style="list-style-type: none"> • Qualified boxing coach to run 1 after school session per week. • Children to learn a variety of skills to develop self esteem, discipline as well as developing the mental and physical well being. • PE lead to suggest certain children who may benefit from joining the club. 	£900 - Boxing club -	<ul style="list-style-type: none"> • Improved discipline and behavior within school. • Improved understanding of importance of living a healthy balance lifestyle. • Increased mental well being. • Increased physical activity. • Increased fitness levels. • Increased confidence and self esteem within children. 	