

Evidencing the impact of the Primary PE and sport premium

Website Reporting Tool Revised July 2021

Commissioned by



Department for Education

Created by





It is important that your grant is used effectively and based on school need. The <u>Education Inspection Framework</u> makes clear there will be a focus on 'whether leaders and those responsible for governors all understand their respective roles and perform these in a way that enhances the effectiveness of the school'.

Under the <u>Quality of Education</u> Ofsted inspectors consider:

Intent - Curriculum design, coverage and appropriateness

Implementation - Curriculum delivery, Teaching (pedagogy) and Assessment

Impact - Attainment and progress

To assist schools with common transferable language this template has been developed to utilise the same three headings which should make your plans easily transferable between working documents.

Schools must use the funding to make **additional and sustainable** improvements to the quality of Physical Education, School Sport and Physical Activity (PESSPA) they offer. This means that you should use the Primary PE and sport premium to:

- Develop or add to the PESSPA activities that your school already offer
- Build capacity and capability within the school to ensure that improvements made now will benefit
 pupils joining the school in future years
- The Primary PE and sport premium should not be used to fund capital spend projects; the school's budget should fund these.

 $Please visit \underline{gov.uk} for the revised Df Eguidance including the 5 key indicators across which schools should demonstrate an improvement. This document will help you to review your provision and to report your spend. Df Eencour ages schools to use this template as an effective way of meeting the reporting requirements of the Primary PE and sport premium. \\$

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

Schools are required to <u>publish details</u> of how they spend this funding, including any under-spend from 2019/2020, as well as on the impact it has on pupils' PE and sport participation and attainment. **All funding must be spent by 31st July 2022.**

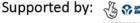
We recommend regularly updating the table and publishing it on your website throughout the year. This evidences your ongoing self-evaluation of how you are using the funding to secure maximum, sustainable impact. Final copy must be posted on your website by the end of the academic year and no later than the 31st July 2021. To see an example of how to complete the table please click <u>HERE</u>.

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Details with regard to funding Please complete the table below.

Total amount carried over from 2019/20	£0
Total amount carried over from 2019/20	10
Total amount allocated for 2020/21	£18640
How much (if any) do you intend to carry over from this total fund into 2021/22?	£0
Total amount allocated for 2021/22	£18640
Total amount of funding for 2021/22. To be spent and reported on by 31st July 2022.	£ 18640

Swimming Data

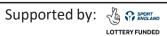
Please report on your Swimming Data below.

Meeting national curriculum requirements for swimming and water safety.	
N.B. Complete this section to your best ability. For example you might have practised safe self-rescue techniques on dry land which you can then transfer to the pool when school swimming restarts. Due to exceptional circumstances priority should be given to ensuring that pupils can perform safe self rescue even if they do not fully meet the first two requirements of the NC programme of study	
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. Please see note above	
What percentage of your current Year 6 cohort use a range of strokes effectively [for example, front crawl, backstroke and breaststroke]? Please see note above	%
What percentage of your current Year 6 cohort perform safe self-rescue in different water-based situations?	%
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?	













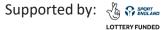
Action Plan and Budget Tracking

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: 2021/22	Total fund allocated: £18640.00	Date Updated:	July 2022	
Key indicator 1: The engagement of <u>all</u> pupils in regular physical activity – Chief Medical Officers guidelines recommend that primary school pupils undertake at least 30 minutes of physical activity a day in school				Percentage of total allocation: 20%
Intent	Implementation		Impact	
Your school focus should be clear what you want the pupils to knowand 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:
To increase the active minutes offered during unstructured times (ie lunch/break times) Move to becoming an 'active school'	Quality training provided to Midday supervisors and apprentice by SSP to develop sporting opportunities including: Positive Lunchtimes, Improving Wet Lunchtimes, Managing Behaviour, Games for Active Lunchtimes Training for Year 5 to be led by SSP enabling them to lead structured play at lunchtimes.	Part of entitlement through SSP package (% £950)	Lunchtime clubs/activities have taken place over the year led by P.E. apprentice, SSP coaches, lunchtime supervisors and play leaders. Majority of pupils on the playground are accessing active provision and as a result, pupils are being provided with at least 30 minutes of active provision a day. Several of the midday supervisors attended play leader training with the children. This has meant they have been able to help and advise when chn have been setting up activities. Storage sheds and equipment have been provided so play leaders and lunchtime supervisors now have access to their own equipment which they can use when	
Raise attainment in swimming to ensure all pupils who leave at the end of KS2 can swim 25 m competently and have an understanding of water safety skills.	Block lessons for Years 3,4,5 and booster sessions for those in Year 6 who still can't swim 25m	Covered by school budget and parent contributions as we could only get 1 block	delivering their activities A block of lessons was offered to Year 4	All year groups to be offered a two week block of swimming next academic year.











Key indicator 2: The profile of PESSPA being raised across the school as a tool for whole school improvement				Percentage of total allocation: 5%
Intent	Implementation		Impact	
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 achieveare 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 suggestednext steps:
Healthy body and mind, Ambition and reflective) through Sports Facilitate partnership working, arranging opportunities for partners to deliver bespoke programmes Play leaders: Provide training and leadership opportunities to Year 5 pupils.	opportunities for participation in sport and promote the values of a healthy lifestyle. CPD opportunities to be offered to staff members including; attendance at SSP	antitlam ant	participation in sports for most groups of pupils. As a result pupils are exposed to opportunities to promote healthy lifestyles.	Look at rewarding positive behaviours, encouraging healthy life choices and promoting School values through Sports Award Trophies provided by SSSP Research ways to record pupils participating and leadership skills. Investigate leadership awards Following on from the success of the Infant schools 'Potted sports' investigate other ways the play leaders can be involved in delivering physical activities to the infants eg













Key indicator 3: Increased confidence, knowledge and skills of all staff in teaching PE and sport			Percentage of total allocation:	
ey indicator 3. Increased confidence, knowledge and skins of an starr in teaching FL and sport			27%	
Intent	Implementatio		Impact	
	n			
Your school focus should be clear	Make sure your actions to	Funding	Evidence of impact: what do	Sustainability and suggested
what you want the pupils to know and be	achieve are linked to your	allocated:	pupils now know and what	next steps:
able to do and about what they need to	intentions:		can they now do? What has	
learn and to consolidate through practice:			changed?:	
Increased confidence, knowledge and skills of	•	Get Set 4 PE	Get set 4 P.E. is continuing to be delivered	Continue delivering Get set 4 PE.
all staff within the school.	PE scheme which we have introduced.	annual		Offer training in how to use it to new
Manitor the quality of teaching in all year	Continue to ensure that skills and	subscription £500	confident delivering lessons and are very positive about the scheme as was the	staff starting in September and refreshers for anyone else who
Monitor the quality of teaching in all year groups through lesson observations and pupil	knowledge learned from Get set 4 PE and		School Improvement officer when he	needs it.
	school Sport Provision		visited the school. There have been higher	inceds it.
			levels of engagement with the children	
	Pupil Questionnaire on how the children	Cost of new	too. Yearly overview has been modified in	
	find P.E. lessons particularly those based	equipment £1851	line with new lessons offered by Get Set 4	
	on Get Set 4 P.E.		PE and to ensure the curriculum is still	
	Conduct staff interviews/ survey.		aligned to develop the fundamental skills	
	Purchase necessary equipment required		and meet the National requirements	
	to deliver Get Set 4 P.E. effectively Individual CPD sessions with teachers who		across all year groups progressively.	
	feel less confident in teaching P.E.		New P.E. equipment has been purchased	
	Curricular coaching (Team teaching /	P.E. apprentice	as and when necessary so that lessons can	
	Teacher Mentoring)	(% £1750)	be delivered effectively.	
Develop staff knowledge and skills by offering		Part of SSP	Staff received CPD during the Summer	Staff will feel more confident
CPD to staff using coaches from SSP		Subscription	Term when blocks of lessons were	delivering these lessons next
		(% £950)	delivered to Year 3 (Athletics), 4	academic Year.
			(tennis),5(tennis) by the SSP.	Continue to upskill staff in a variety
				of sports, to increase variety of
				opportunities offered in school.













ey indicator 4: Broader experience of a range of sports and activities offered to all pupils			Percentage of total allocation: 19%	
Intent	Implementation		Impact	
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:
To increase the amount of in school physical activities and after school clubs, providing pupils with opportunities to be more active and lead a healthy lifestyle.	Put together a varied programme throughout the year that offer pupils a variety of sporting activities. To widen the choice of providers for quality first experiences. Develop tracking system in place to track children's participation in extracurricular sport. Put together a forest school programme	Part of entitlement through SSP package. (% £950) Sports Apprentice (% £1750)	As a school we have broadened the range of sporting activities including clubs such as: kick boxing, dodgeball, streetdance, yoga, rounders, football, athletics, cricket, cheerleading tang soo do. As a result pupils are provided with a variety of experiences and have widened their experiences of new sports. We have seen an increase in the number of pupils participating in breakfast, lunchtime and after school clubs. Our kick boxing breakfast club was particularly successful. Participation is evidenced through registers and embedded within the curriculum. This year 6 took part in 4 Forest School sessions during the summer term delivered by Onside Coaching. This has had an impact on active learning, health and wellbeing, cross curricular development and an increase in children's' self-belief, confidence, learning capacity, enthusiasm, communication, problem solving skills and emotional wellbeing.	(Identify children through teacher assessments, observations and needs identified by SEN lead). Offer Forest schools to all year groups next academic year.
	Sports Week	Gym club - £60 Street dance - £150	A successful sports week was held in June where children were given the opportunity to participate in various sports such as street dance, gymnastics at the local gym club, volleyball, tennis, skipping as well as a whole school potted sports event. As a	













		result some children expressed that they would like to pursue some of these activities further outside of school.	
		The Year 5 Play leaders planned and delivered their own potted sports event at the infant school for all years which was extremely successful and enjoyed by all.	
Talented Day (G&T).	in % above)		Continue to develop G&T provision internally and externally.













Key indicator 5: Increased participation in competitive sport				Percentage of total allocation:
Rey indicator 5. Increased participation in competitive sport				28%
Intent	Implementation		Impact	
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:
Increase participation in competitions and tournaments. Develop community links – building school sports teams in order to promote our school	Participation in sports festivals; a specific festival for each year group; Year 3 = Tag Rugby Year 4 = Cricket Year 5 = Athletics	1110ugii 331	for children to participate in inter school	Reinstate termly inter house competitions to be run by Sports Leaders
values – Resilience, Healthy body and mind, Ambition and reflectiveness To provide every pupil with the opportunity to participate in an inclusive and competitive	Year 6 = Tag Rugby The whole year group attending Develop whole school personal challenge	Contribution towards cost of coaches to events £2497	Level 3 competitions. Competitions entered this year are Sportshall Athletics (Years 4 and 6), Cross country (Year 6), Football (Years 5/6),	
sports event. To develop a love of sport amongst pupils and engage them in mass participation events aimed at increasing their enjoyment and promoting a healthy lifestyle.	activities.	Sports apprentice (% £1750)	Girls Football (Years 4,5,6), rowing (Years 6), Quad kids (Year 4) All children were given opportunity to attend a sports festival specific to their year group organised by the SSP: Year 3 = Tag Rugby Year 4 = Cricket Year 5 = Athletics Year 6 = Tag Rugby During Sports Week all children participated in a whole school potted	

Signed off by			
Head Teacher:	Gemma Webb	Date:	27.7.22
Subject Leader:	Denise Beech	Date:	26.7.22
Governor:	Lorna Smith	Date	27.7.22











