

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.

Pleasevisit<u>gov.uk</u>fortherevisedDfEguidanceincludingthe5keyindicatorsacrosswhichschoolsshoulddemonstrate animprovement. This document will help you to review your provision and to report your spend. DfEen courages 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.**

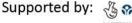
We recommend regularly updating the table and publishing it on your website throughout the year. This evidences your ongoing self-evaluation of how you are using the funding to secure maximum, sustainable impact. Final copy must be posted on your website by the end of the academic year and no later than 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	£5000
Total amount allocated for 2020/21	£17,690
How much (if any) do you intend to carry over from this total fund into 2021/22?	£0
Total amount allocated for 2021/22	£17,650
Total amount of funding for 2021/22. To be spent and reported on by 31st July 2022.	£17,650

Swimming Data

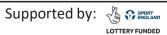
Please report on your Swimming Data below.

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	N/A
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	N/A
What percentage of your current Year 6 cohort perform safe self-rescue in different water-based situations?	N/A
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?	N/A













Action Plan and Budget Tracking

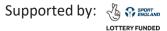
Capture your intended annual spend against the 5 key indicators. Clarify the success criteria and evidence of impact that you intend to measure to evaluate for pupils today and for the future.

Academic Year: 2021/22	Total fund allocated: £17,650	Date Updated:	1.7.22]		
Key indicator 1: The engagement of a						
primary school pupils undertake at le	primary school pupils undertake at least 30 minutes of physical activity a day in school					
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:		
All pupils to make progress in each lesson/unit/year.	PE resource audit and new PE equipment bought providing a good range of quality PE equipment.	1 ' '	PE equipment audit – staff have the correct and enough equipment to teach the new scheme of work.	All children will access 2 hours of high quality PE using high quality equipment.		
Development of their fundamental skills and movement to help develop fine and gross motor skills.	Buy play dough in tubs for the children to do dough disco.	Playdough - £200	Evidence shown during PE sessions and in children's writing, teacher feedback and learning walks. — Childrens fine and gross motor skills	All pupils take part in physical activity every day through wake and shake and the daily mile. Increase number of pupils physically		
Children to be more active throughout the school day during curriculum time	Whole school wake and shake for 15 minutes every morning. Ensure daily mile is part of the daily timetable		will improve	Sporting afterschool clubs have been reintroduced since COVID		
Children to be more active during lunchtimes and playtimes.	Employ a play leader for lunchtimes	Play leader – See below	Equipment audit – good quality outdoor equipment.	Next steps Develop more active lunchtimes – continue training for MDMS Continue to target less active pupils in school to become more active		
All children are more active during the school week	Audit and buy new playground equipment for lunchtimes.	Play time sports equipment - £400	Teacher/MDMs/Pupil feedback – children will be more active during lunchtimes and playtimes	and healthy - lunchtimes.		













range of different sports and become more active. Children will be able to develop new skills and have links to local sport clubs.	activities Reintroduce sporting afterschool clubs.		After school register – children be	Re-introduce play leaders from the junior school. Introduce a range of sporting afterschool clubs – yoga, multi sports, football, dance
Key indicator 2: The profile of PESSPA	A being raised across the school as a to	ool for whole sch	ool improvement	Percentage of total allocation:
				7%
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:
Celebration assembly every week to ensure the whole school is aware of the importance of PE and Sport and to encourage all pupils to aspire to being involved in the assembles. Engage children in a range of physical activities at lunchtime.	Display children's achievements on a display board. Different activities to be available at lunchtimes for the children to participate in.	N/A Equipment – as	Festivals and competition display board, photographs, assemblies, children feedback – Children now have a greater sense of pride in their sporting achievements and have opportunities to celebrate them Play leader planning, teacher and MDMS feedback. Children have access to experience different sporting activities. The children also have opportunities to take on leadership	part in daily exercise Increase number of pupils being
	Buy new resources for lunch times.		opportunities to take on leadership roles	Increase number of pupils being active at lunchtime.













	Employ a lunchtime playtime leader – 1	1		Next steps
	sessions a week	Play leader –		Continue to develop lunchtime
		£1000	Staff feedback, pupil feedback, lesson	activities – MDMS training/bank of
	Training for MDMS for ideas and		observations – Children learn through	resources/activities
	activities to do during lunchtime		more active lessons. Children have	
			different active activities throughout	Target less active children during
	Whole school wake and shake for 15		the day.	lunchtimes
Children to be more active throughout the	minutes every morning.			
school day.				Introduce more intra competitions
	Whole school do daily mile every day.			within school
				In the second se
				Increase opportunities for pupils to
				self-assess and set personal targets
				during PE lessons

Key indicator 3: Increased confidence	e, knowledge and skills of all staff in t	eaching PE and sp	port	Percentage of total allocation:
				12%
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:
Higher standards in PE lessons throughout school and ensuring progression throughout the whole school.	Analysis data so that impact can be measured over time. Staff training on new assessment tool for assessing 'Real PE'		Learning walk, data analysis, work scrutiny, termly assessment, Teacher feedback – Teachers have a clearer understanding of progression of skills throughout the school.	All staff will be supported to feel confident to deliver PE and Sport both within and outside the curriculum.
Develop skills and knowledge of all staff when assessing, planning and delivering lessons.	Training on new scheme of work – Real PE for Subject leader.	Subscription/CPD for new PE scheme - £1995		Staff will work together and share good practice, which will lead to better confidence all round.
Opportunities to improve and develop team building skills, self-assessment, listening and communication skills.	Introduce new Real PE scheme to members of staff Introduce new progression of skills across the school linked to 'Real PE'		lesson observations, pupil feedback, photographs, Staff feedback from learning work – Staff are more confident in teaching new scheme of work and good understanding of progression of skills	Children will have chance to experience and develop a range of new skills.













Increase engagement and enjoyment of children in lessons. Enhance and develop teacher's skills in teaching different sports – creating high quality PE lessons for the children.	Staff training CPD/staff meetings – how do use and deliver 'Real PE' lessons. PE learning walks throughout the school year - Monitor assessment & lesson planning.		All staff to be confident and competent to teach a range of activities in PE. Pupil feedback, teacher feedback	Staff will feel more confident to assess in PE and identify areas of weakness in their class. Next steps Audit staff strengths and weakness when teaching new Real PE scheme. To train staff in using Real PE dance and Real PE gym.
Key indicator 4: Broader experience o	f a range of sports and activities offe	red to all pupils		Percentage of total allocation:
				9%
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:
Children will have experiences and opportunities to take part in a range of PE activities.	Staff training CPD – courses and INSET day/Twilights. All staff to work alongside coaches to develop their skills in teaching different sports		feedback – The children will have the opportunity experience a range of different sporting activities such as yoga, cricket, rugby.	Staff will work together and share good practice which will lead to better confidence all round and more staff keen to get involved thus ensuring the extra activities will not only continue but there will also be an expansion.
	sessions	Yoga –£1000 Yoga mats - £330	photographs, pupil/teacher feedback.	The school is no longer dependent on 'experts' coming in to teach PE and Sport as staffs are more confident and keen. Reintroduced sporting afterschool
Children will have opportunities to try new	Book sporting afterschool clubs	After school clubs -	club registers – The children will opportunities to experience different	club after COVID.













sports in after school clubs		As above	sporting activities afterschool.	Increase number of pupils
	Promote and encourage children to			attending inter competitions and
	attend afterschool clubs through			festivals
	assemblies, newsletters and the school			
	website.			Next steps
				Introduce more sporting
	Affiliate to the SSP to access a broad			afterschool clubs – yoga, football,
Children will take part in a range of	range of festivals.	Part of Infant	Festival/competition registers – The	multi sports, dance etc
different sporting festivals and	Children take part in a range of PE	package – see	children will have the opportunities to	
competitions.	festivals and competitions within school	below	compete against other children and	Develop more local school club
	due to Covid-19 restrictions.		learn different skills.	links.
			photographs, pupil/teacher feedback	











Key indicator 5: Increased participatio	n in competitive sport			Percentage of total allocation:
				14%
Intent	Intent Implementation Impact		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:
Children have opportunities to compete within school and with other children Children will feel part of a team. Children will have the opportunity to try a range of different sporting activities.	PE coordinator attend PLT meeting to organise events for intra school competitions and events. Children to take part in a range of PE festivals with other children in school.	Infant package - £2000	Festival/competition registers/Photographs - The children have had opportunities to compete against other children from other schools. They get to experience different sporting competitive events.	Increase of pupils attending inter competitions and festivals Pupils develop team building and working together skills. All children take part in intra
Children are engaged and motivated to be physically active during lunchtime.	Plan and organise sports day Continue to employ a lunchtime playtime leader – 1 sessions per week Work with playtime leader/MDMS to organise and plan activities. Training for MDMS for lunch time activities	As above Part of Infant	Play leader planning, photographs — The children are now becoming more active at lunch times. Observation, play leader feedback — The children begin to develop leadership skills	Competitive activities and events. Next steps More pupils taking part in inter school competitions/festivals Plan for more intra school competitions to take place through the year.
Children will develop skills in competitive sports.	Plan competitive activities within the school calendar.	package	feedback, observations – The children have the opportunity to experience different sports and learn new skills.	

5	Signed off by						
ī	Head Teacher:	S.Kirby					
ī	Date:	1.7.22					
Ċī	eated by:	Physical Education	Active Partnerships	SP	ORT UST	Supported by:	LOTTERY FUNDED





Subject Leader:	L Potter
Date:	1.7.22
Governor:	K Wood
Date:	10.7.22











