

# 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.

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

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 <u>under-spend from</u> 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	£ 2,228
Total amount allocated for 2020/21	£ 21,640
How much (if any) do you intend to carry over from this total fund into 2021/22?	£0
Total amount allocated for 2021/22	£19,310
Total amount of funding for 2021/22. To be spent and reported on by 31st July 2022.	£19,310

## **Swimming Data**

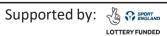
Please report on your Swimming Data below.

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?	%
<b>N.B.</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 <b>over and above</b> the national curriculum requirements. Have you used it in this way?	Yes/No













# **Action Plan and Budget Tracking**

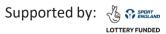
Capture your intended annual spend against the 5 key indicators. Clarify the success criteria and evidence of impact that you intend to measure to evaluate for pupils today and for the future.

Academic Year: 2020/21	Total fund allocated:	Date Updated:		
<b>Key indicator 1:</b> 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: %
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:
Implement Living Streets WOW, Walk to School Initiative from the beginning of the year and track for a whole year to measure impact and encourage a walk to school ethos and mentality. Parents and children to enjoy time and activity together on the way to school.	park and stride. Children to 'check in' each morning	£	Pupils are more eager to take more active journeys to school. Data tracked on WOW's travel tracker, to show % increasing and high % taking an active journey rather than driving the whole way.	Continue into the new school year, further embed a walk to school ethos and mentality.
Ensure all pupils get a minimum of 30 minutes of physical activity each day.		N/A		Continue to trail use of active planner – inform other teachers of this. Incorporate Daily Mile into KS1/EYFS day. Complete pupil/teacher questionnaire to prove impact.













Targeted Play zones LSA's and Leadership to continue to work alongside each other and implement more targeted activities and zones during playtimes.	LSA to work alongside Leadership to increase physical activity during play and lunch breaks.  New equipment purchased for use/  Pupil Voice to measure impact.		Pupil Voice shows children like the active options, however	LSA's and Leadership to continue to work alongside each other and implement more targeted activities and zones during playtimes.  Use pupil voice to trial suggests, further pupil voice to monitor.
Increase the number and variety of physical activities and sports clubs in curricular programme especially for less physically active and KS1 pupils.	New equipment purchased for playtimes. Take part in a variety of inter and intra school competitions, as well as festivals and events. Have a variety of after school clubs. Encouraging a range of children to take part and be involved in both.	See above for equipment costs.	Increased number of opportunities offered with more children across KS1 and KS2 taking part. Monitored who is attending clubs (register). Equipment and LSAs encouraging activity at playtime.	Clubs for targeted children to encourage activity.  Speak to school council and offer new activities that will
<b>Key indicator 2:</b> The profile of PESSPA	A being raised across the school as a to	ool for whole sch	ool improvement	Percentage of total allocation: %
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:











success to be shared in ebration assemblies.	NI/A	Children making staff aware of	Continue to raise the profile of
ebration assemblies.	IN/A		-
			PE/communicate with parents
rtificates, medals and trophies		and 100% of children involved in	and pupils. Continue to inform
ebrated from outside of school as		assemblies to celebrate success.	them of opportunities and
ll as in.		(More children have gone to	provide them with
posure to different sports = more		Junior Parkrun after it being	opportunities.
ldren active.		promoted and celebrating	
omote PE through display boards,		success).	Continue to promote positive
bsite, twitter, competitions and		Sporting achievements publicised	attitudes towards sport
ents in school.		on website, twitter, newsletter.	
ernal sports providers to attend			External sports providers to
semblies to make children aware		Children excited for events taking	attend assemblies to make
future clubs, competitions and		place, more engaged in sport and	children aware of future clubs,
er school clubs.		in house competitions/events.	competitions and after school
continue to provide			clubs.
portunities to develop benefits		Children proud of their	
m PE and sport through team		achievements, other children	
ilding, self-awareness, pride,		wanting to be part of the team.	
nievement and the importance of			
ealthy lifestyle.			
Elead to establish agenda, dates	21/2	Progression and provision of PE	SLT and PE lead to investigate
and action points for developing	N/A	will be discussed termly, ensuring	possibility of rotating
hool PE and decide on a		all children get the maximum	opportunities that are
empetition map for the upcoming		number of PE / school sports	presented to each class
rm.		opportunities, the timely	
ok at progression of curriculum.		reviewing of PE policies and any	
		equipment/transport needs.	
		Curriculum map and objectives	
		thread to ensure progression	
		throughout key stages.	
ill octobre en	as in.  psure to different sports = more dren active.  note PE through display boards, site, twitter, competitions and ats in school.  rnal sports providers to attend mblies to make children aware ature clubs, competitions and reschool clubs.  ontinue to provide provide provide provide ortunities to develop benefits and per and sport through team ding, self-awareness, pride, evement and the importance of althy lifestyle.  ead to establish agenda, dates and action points for developing pool PE and decide on a appetition map for the upcoming m.	as in.  osure to different sports = more dren active.  note PE through display boards, site, twitter, competitions and nts in school.  rnal sports providers to attend mblies to make children aware ature clubs, competitions and r school clubs. ontinue to provide ortunities to develop benefits n PE and sport through team ding, self-awareness, pride, evement and the importance of althy lifestyle. ead to establish agenda, dates and action points for developing ool PE and decide on a nepetition map for the upcoming m. c at progression of curriculum.	(More children have gone to Junior Parkrun after it being promoted and celebrating success).  Sporting achievements publicised on website, twitter, newsletter.  The school of the school clubs.  The school clubs competitions and the school clubs.  The school clubs continue to provide continue

Key indicator 3: Increased confidence, knowledge and skills of all staff in teaching PE and sport				Percentage of total allocation:
				%
Intent	Implementation		Impact	
Your school focus should be clear	Make sure your actions to	Make sure your actions to Funding Ex		Sustainability and suggested













what you want the pupils to know and be able to do and about what they need to learn and to consolidate through practice:	achieve are linked to your intentions:	allocated:	pupils now know and what can they now do? What has changed?:	next steps:
Provide all pupils with high, quality progressive PE lessons. Children benefit from good quality teaching which is differentiated to support their individual needs which ensures progress to all children.  Equipment for all element of curriculum.  Key indicator 4: Broader experience of	All staff provided with progressive curriculum, assessment tools and resources to use to teach their class.  Audit done, equipment ordered.	f ered to all pupils	An increased level of confidence and skill when teaching PE and delivering school sport. Positive attitude towards PE across whole school.  Progressive curriculum throughout school – also to aid competitions/practise.	Different opportunities provided through different coaches. Staff continue to attend a broad range of CPD opportunities and work alongside specialist teachers and coaches to model outstanding lessons for all. Percentage of total allocation:
Intent	Implementation		Impact	
Intent  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:	Implementation  Make sure your actions to achieve are linked to your intentions:	Funding allocated:	Impact  Evidence of impact: what do pupils now know and what can they now do? What has changed?:	Sustainability and suggested next steps:











T	I	T	
	l£	1	Continue this in the new
, ,	_	, ,	-
Autumn and Spring term.		more to be able to fulfil the Year 6	Autumn and Spring for Year 4
		requirement.	and 5.
			Possibly boosters of children
			not fulfilling requirement?
		, .	Continue to identify and invite
curriculum with a range of sports,	cover/release	importance of healthy lifestyles	less active pupils to take part
enter variety of		and choices of KS2 children	in clubs – particularly since
competitions/leagues within the	£180	through cookery, PE and	lockdown and school closure.
network and area.	(220	PSHE/Jigsaw lessons.	Encourage pupils to take part
	£320	Improved physical literacy skills	in Daily Mile.
		(balance coordination, agility) of	Playground activities.
		KS1 pupils through balanceability	Continue with competitions,
		,	extend more into KS1.
		Γ	
		of year groups.	
	curriculum with a range of sports, enter variety of competitions/leagues within the	weekly swimming lessons during Autumn and Spring term.  Daily Mile, progressive school curriculum with a range of sports, enter variety of competitions/leagues within the network and area.  £ Staff cover/release £180 £320	weekly swimming lessons during Autumn and Spring term.  Daily Mile, progressive school curriculum with a range of sports, enter variety of competitions/leagues within the network and area.  £ Staff cover/release importance of healthy lifestyles and choices of KS2 children through cookery, PE and PSHE/Jigsaw lessons. Improved physical literacy skills (balance coordination, agility) of KS1 pupils through balanceability (teacher observation, photos). Competitions taken part in a range













Key indicator 5: Increased participat	ion in competitive sport			Percentage of total allocation
				%
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 opportunities for children to partake in competitive sports – identifying competitive opportunities in new sports.	Plan and link the activities in the extra-curricular programme to the city competition programme.  Target different pupils to represent the school and allow opportunities for all year groups.  Link inhouse competitions to events going on.	See above (KI1 and KI4)	Children have an awareness of sport competitions taking place, they are more motivated and interested. Children have a chance to have competitions with peers, develop life skills through these (e.g. communication, respect, team work)  Cross country, football and athletics competitions competed in throughout the year.	Continue with this next academic year.

Signed off by	
Head Teacher:	Mrs D Wrigley
Date:	20 <sup>th</sup> June 2022
Subject Leader:	M.Ball
Date:	20 <sup>th</sup> June 2022
Governor:	
Date:	











