

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 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.**

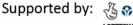
We recommend regularly updating the table and publishing it on your website throughout the year. This evidences your ongoing self-evaluation of how you are using the funding to secure maximum, sustainable impact. Final copy must be posted on your website by the end of the academic year and no later than 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	£10,696
Total amount allocated for 2020/21	£27,306
How much (if any) do you intend to carry over from this total fund into 2021/22? £7723	
Total amount allocated for 2021/22	£24,263
Total amount of funding for 2021/22. To be spent and reported on by 31st July 2022. £18,500 carry-£5763	

Swimming Data

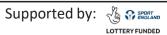
Please report on your Swimming Data below.

	T
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?	58%
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	50%
What percentage of your current Year 6 cohort perform safe self-rescue in different water-based situations?	50%
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/ <mark>No</mark>













Our ability to provide additional lessons at Year 6 has been impacted by the pandemic. We are intending to provide additional swimming lessons to ensure 95% chn leave school being able to swim 25m with a variety of strokes.











Action Plan and Budget Tracking

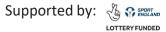
Capture your intended annual spend against the 5 key indicators. Clarify the success criteria and evidence of impact that you intend to measure to evaluate for pupils today and for the future.

Academic Year: 2021-2022	Total fund allocated: £18500	Date Updated:	06.01.2022	
	<u>all</u> pupils in regular physical activity – 0		ficers guidelines recommend that	Percentage of total allocation:
primary school pupils undertake at I	east 30 minutes of physical activity a c	lay in school		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:
At least 40 minutes of physical activity during the school day, encouraging additional physical exercise out of school hours.	Children given a range of active games and resources to use during breaks and lunch times.	£3500	All children achieving 40 minutes in school. Increased take up of sports clubs out of school hours.	
Pupils to take on leadership or volunteer roles that support sport and physical activity within the school eg leading clubs or becoming PlayLeaders	Train up children as sports leaders and purchase playground equipment to encourage physical activity skills		Children to lead playground games and activities	Sustainable as professional coach trains staff and children.
Children have embedded understanding that exercise, healthy eating and mental wellbeing are vital and ensure good practice so they become habitual.	Teach children about staying healthy both physically and mentally. Encourage and enthuse through differentiated activities to allow		Conversations with children, participation in playtime activities, healthy packed lunches or lunch choices. Increased take up of sporting activities by less confident	Pastoral TA, Thrive trained staff to support children. Increased reference in PSHE lessons.
Less confident children to participate in and enjoy sporting activities.	success. Providers/ MTAs to timetable activities at lunchtime for less confident chn to join.		children.	2 - 5 ti S











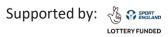


Identified chn to take part in Funfit			Gross motor skills and	
and other interventions to improve	pupils 2 x per week		confidence will improve.	
mobility and gross motor skills.				
Key indicator 2: The profile of PESSPA	A being raised across the school as a to	ool for whole sch	ool improvement	Percentage of total allocation:
				43%
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:
Chn will understand the link between sport and other subjects – eg science,pshe- so that deeper learning	Teachers will refer to PE when appropriate in other lessons. PE will be linked to the curriculum – eg	£6500	Chn will know more and remember more.	Curriculum planning to make sure the links are explicit.
is evident. Children will be taught Physical Education discretely.	Dance themes, invasion games, tally keeping (maths) – to support these links.	£1500	Chn and families will feel invested and inspired to support competitions.	Planned events are in the calendar in advance to allow sufficient planning and
The profile of sport and activity is raised throughout the school through	Advantising marketing inviting		More children will be active for	preparation.
_	Advertising, marketing, inviting parents to watch/support.		longer.	Have a rolling programme of
Sports Day, inter school tournaments.	parents to water/support.			sporting visitors available to
1 = -	Sporting champions are invited to		Chn will be safe and play	come into school.
1 1	the school.		appropriately.	
and challenge themselves, during and				Sports on offer to vary
after school hours.	Sports display board to celebrate		School community support will	according to chn's feedback.
Children know how to keep	pupils achievements. Assemblies.		be strong.	
-	School Council meetings, research		Children will feel invested and	
	into different sports. Meetings with		will have a voice.	
	HoS/PE Subject Leader. Local			
Chn's successes will be celebrated.	Clubs to be invited into school to			
	talk about their sport.			
School Council will take part in				













planning what sports they would like		
to access and feed back to HoS/PE		

Key indicator 3: Increased confidence	, knowledge and skills of all staff in t	eaching PE and s	port	Percentage of total allocation:
				24%
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:
Staff to be audited for their confidence and skills. CPD plan to ensure training needs of each staff member is met. Staff with specialist knowledge/competitive sports experience to model to others. Professional coaches to provide training for all staff.	Form for staff to feedback their confidence/expertise ratings and to collate the responses. Training provided for each strand of the curriculum, modelling and up-skilling staff to improve their own practice.	£4000 £500	Staff who are already confident will support others to extend their knowledge. PE provision is excellent and children and staff increase their	Annual audit to allow for staff changes and confidence across all areas. CPD plan to be updated annually. Professional coaches with sports specialisms to share expertise.
Key indicator 4: Broader experience of	f a range of sports and activities offe	ered to all pupils		Percentage of total allocation 14%
Intent	Implementation		Impact	1 170
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:













Chn practise mindfulness and	Sessions timetabled in for all pupils.	£2500	Reduced anxiety in some children.	Train staff in Forest School techniques.
relaxation techniques to reduce			Chn will understand the benefits of	•
anxiety and improve behaviour.	Outdoor education planned and		relaxation and how to achieve	Ensure a range of alternative
Chn will be introduced to a range of	timetabled. Staff trained in Forest		these.	sports is timetabled.
alternative sports	School techniques.			
			Chn will engage with the outdoors	Yoga and relaxation techniques
	Professional coaches with		and become skilled in bushcraft,	become part of the school
	alternative sports expertise invited		with an improved understanding of	routine.
	into school		the world around them.	













Key indicator 5: Increased participation	on in competitive sport			Percentage of total allocation:
				10%
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 take part in inter class/year group competitions.	Running record of points attributed to students in different classes, results at the end of each term.	£3000	All chn will be invested and will feel part of the team and engaged with being active.	Sustainable within school – PE Subject Leader.
To take part in competitions between our CAT schools.	Netball, football, volleyball and tag rugby competitions 1 per term.		Team spirit will impact positively	Sustainable within the Trust – PE Subject Leader and PE Providers.
To take part in competitions across the wider Learning Community.	tournaments 1 per term.		There will be a wide pool of talent	Sustainable, relationships built across schools and with external sports associations.
To take part in competitions between external clubs.	Encourage participation and share results of external clubs competitions.		have their profile raised, more children will join.	Encourage parents to take up new sports too to ensure a culture of active living for all members of the family.

Signed off	by
Head Teacher:	Head of School – Clare Wilmott
Date:	6 th January 2022
Subject Leader:	Jo Drake
Date:	













Governor:	
Date:	











