

# 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 allocated for 2020/21	£17,900
How much (if any) do you intend to carry over from this total fund into 2021/22?	£0
Total amount allocated for 2021/22	£17,900
Total amount of funding for 2021/22. To be spent and reported on by 31st July 2022.	£17,000

## **Swimming Data**

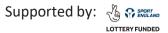
Please report on your Swimming Data below.

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	N/A
What percentage of your current Year 6 cohort swim competently, confidently and proficiently over a distance of atleast 25 metres?  N.B. Even though your pupils may swim in another year please report on their attainment on leaving primary schoolat the end of the summer term 2021.  Please see note above	N/A
What percentage of your current Year 6 cohort use a range of strokes effectively [for example, front crawl, backstrokeand 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 thismust be for activity <b>over and above</b> the national curriculum requirements. Have you used it in this way?	N/A













### **Action Plan and Budget Tracking**

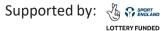
Capture your intended annual spend against the 5 key indicators. Clarify the success criteria and evidence of impact that you intend to measure to evaluate for pupils today and for the future.

Academic Year: 2020/21	Total fund allocated: 17,900 Date Updated: 25.7.22				
_	<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				
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 achieveare linked to your intentions:	Funding allocate d:	Evidence of impact: what do pupils now know and what can they now do? What has changed?:	Sustainability and suggestednext steps:	
To provide all pupils with more opportunities to move through the school day.	Reintroduction of Golden Mile sessions to all year groups. Directed Physical Activities to be timetabled into the school day.	ב או / א	Children's fitness and stamina improved throughout the year.	Continue to raise the profile of the Golden Mile and consider the introduce a before school option for the whole community to join in with.	
To improve children's fitness and stamina when taking part in physical activity.	Catch-up PE sessions for those identified to be falling behind with their physical development.	(£760)	Catch-up sessions were carried out with children from Year R-2. Teachers reported that many children who took part in catch up sessions were more confident during PE lessons and were more able to access their normal PE lessons.	Catch-up sessions to continue to be provided for those with physical needs and who are significantly falling behind. Bring back gifted and talented sessions as pre the pandemic.	
To engage our families with supporting their children with being active at home.	children with physical activity at nome.	(£7 700)	Real PE at home logins were sent home in the Autumn term to all families.	To promote with new Year R parents to continue the legacy of the project.	











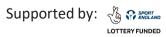


To increase the amount of active play and competition at break and lunch times.	Purchase new sports equipment to encourage use of equipment at lunchtime. Introduction of Sports Leaders in Year 2 through assembly and training from Team Spirit	£150	Sports leaders were coached by Team Spirit and have been running activities on the playground every day at lunchtime.	To purchase equipment specifically for this purpose as often equipment was lost and therefore unavailable for PE lessons.
	New beat the light game	£2000	Being installed Summer 22	Set up competitions within year groups for highest score on electronic game.
To increase the number of children being physically active to and from school.		being funded by addiotnal	Parent forum minutes document that parents have asked for this storage to be reinstated due to the old bike shed being condemned	Monitor for 22/23 as being installed in Summer 22.
<b>Key indicator 2:</b> The profile of PESSPA	A being raised across the school as a tool	for whole sch	ool improvement	Percentage of total allocation:
	-			33%
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:	Fundin g allocat ed:	Evidence of impact: what do pupils now know and what can they now do? What has changed?:	Sustainability and suggested next steps:
To improve the quality of teaching and learning in all PE lessons, including ensuring a consistent and progressive and challenging, skills focused curriculum.	Purchase Legacy membership to the Real PE platform for use across the whole school. This will provide:  • Consistent approach to teaching PE for all year groups.  • Clear progression in skills teaching and learning.  • Assessment tools for teachers to use to track children's progress and to help them plan next steps for all children within the class.	(£7,700) included with membership)	Learning objectives are shared at the beginning of the lessons and classes work on one key focus (cog) each half term – returning to and building upon their learning focus in each lesson of the sequence.  Fundamental Movement Skills are taught progressively across the school and children are making clear progress with these.	













teaching of all Real PE lessons.	£1,000	staff can access quickly and see what we have available for lessons. Staff are able to access equipment efficiently, and children have	is maintained.  Audit of larger physical equipment to be carried out for outside due to impact of the pandemic on young children with Gross motor
•		•	is maintained.
		Staff are able to access equipment efficiently, and children have adequate resources to take part in	to be carried out for outside due to impact of the pandemic on young children with Gross motor

Key indicator 3: Increased confidence	e, knowledge and skills of all staff in t	eaching PE and sp	port	Percentage of total allocation:
				35%
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:
Increased confidence, knowledge and skills for ECTs in teaching gymnastics.	idevelop and mentor 3 ECIS, with a	Team Spirit (£360)		support all staff to support with their teaching of PE.













Following Jasmine Real PE programme - To improve teacher confidence with planning and teaching PE lessons.	programme to support teacher knowledge and skills of the core foundations of PE. Staff meetings attended to support all staff but particularly new staff.  Subject leader training of Real PE	membership)  Real PE (£7,700)  included with  membership)	knowledge of the programme and how to deliver Real PE.  Modules 1, 2 and 3 completed online. Subject leader has a better understanding of how to support	subject leader. Subject leader to disseminate assessment training to staff.
Key indicator 4: Broader experience o	f a range of sports and activities offe	ered to all pupils		Percentage of total allocation:
				15%
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 inspire children to engage with a wider range of sports.	children.			Continue to provide this opportunity and encourage involvement in a variety of different sports.
	Active and healthy week allowing children to experience a range of different sports and activities.		of sports and activities that maybe they had not been exposed to before.	focus week throughout the year to allow children to join and











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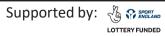


Key indicator 5: Increased participation	on in competitive sport			Percentage of total allocation:
				5%
Intent	Implementation		Impact	
Your school focus should be clear what you want the pupils to know and be able to do and about what they need to learn and to consolidate through practice:	Make sure your actions to 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 inspire children to become more involved in competitive sports.	Children given the opportunity to participate in year group competitive sports through shared PE times with support of Team Spirit 3 times a week.	£ 1,140	Children's engagement and competitivisim has improved again this year their independence and perseverance to try when they do not succeed has been a noted improvement. Children can noticeably to apply their knowledge of a particular skill and apply to a game/sport. Children are increasing their want and drive to participate within activity again. Their stamina has improved again and they are less lethargic from the impact of the pandemic	across our schools. This will be led and supported by Team Spirit.
	Sensory garden to be led by sports coaches to increase being mentally healthy for their well being and low level activity through play and developing co-operation, sharing and turn taking skills to lead up to collaborative play within sport.	£1,900	Children who have needed support with play, collaboration, making friends and low level physical activity due to obesity have increased stamina and personal and social skills ready to work within the larger inter house competitions led as above for 22/23. 2out of the targeted 20 can now take part in a low level physical activity for 10 minutes without taking a break. 15/20 have made key friendships which have supported the increase in the personal and social	another area for well-being and mentally healthy.













development. This area has also support a small group of children who were not targeted specifically, however, the smaller area has enabled them to feel more confident within the school setting after the pandemic.
The impact of this provision has also meant a decrease in ELSA referrals for friendships has enabled this provision to target other areas of need for children for example, anxiety, regulation and family changes.

Signed off by	
Head Teacher:	C. Gregory
Date:	29.7.22
Subject Leader:	L. Innes
Date:	25.7.22
Governor:	Pete Gould
Date:	29.7.22











