

Evidencing the impact of the Primary PE and sport premium

Website Reporting Tool

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. DfEencourages 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.**

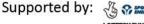
We recommend regularly updating the table and publishing it on your website throughout the year. This evidences your ongoing self-evaluation of how you are using the funding to secure maximum, sustainable impact. Final copy must be posted on your website by the end of the academic year and no later than 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	£21,840
How much (if any) do you intend to carry over from this total fund into 2021/22?	£0
Total amount allocated for 2021/22	£21,570
Total amount of funding for 2021/22. To be spent and reported on by 31st July 2022.	£21,570

Swimming Data

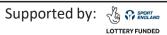
Please report on your Swimming Data below.

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?	60%
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 2022. 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	60%
What percentage of your current Year 6 cohort perform safe self-rescue in different water-based situations?	100%
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?	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: 2021/22	Total fund allocated: Date Updated: 23.6.22			
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: 54%
Intent	Implementation	Funding Allocated	Impact	Sustainability and suggested next steps
Increase activity levels for all children across the school. Embed physical activity into the school day with a focus on active playgrounds. Ensure children have a range of opportunities to be active by proving suitable equipment.	both playgrounds. Ensure quality equipment covering a variety of activities is purchased to develop fitness and sporting opportunities	£1121.58	Developing an ethos of health, fitness and exercise from Year R-6 and beyond. Equipment provides play and active opportunities for disadvantaged pupils who may not have access to such equipment outside of school. Less disputes between children due to boredom/inactiveness. Fitness trackers and heat mapping show an increase in activity levels when equipment is available.	develop play leaders for KS2 playground as used on KS1 playground. Use pupil voice to suggest further opportunities for active playtimes. Continue to use active trackers to monitor activity levels – introduce trackers to more year groups.
Continue class termly Personal Active Challenges to increase the amount of regular physical activity across the school.		£228.84	Quantitative results generated Personal challenge progress often increased between first and last week of term.	Continue to analyse data collected to identify target groups needing active interventions.













Ensure all children are physically engaged in PE lessons at all times by providing suitable and quality PE equipment for all lessons.	Carry out a stock check of equipment. Replace old/broken equipment.		Children are more active during lessons as they are excited and engaged by quality equipment. Less sharing resulted in more time spent being active rather than watching/waiting.	Continue to monitor equipment for all lessons taught in school.
Purchase Activall boards and stands	Install Activall boards for use at breakfast/afterschool club, playtimes and for additional rewards.	£7100	Increased involvement in active play across all year groups.	Continue to use young leaders to lead activities using the boards. Look to use for competitions between classes.
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:
		1	1	18%
Intent	Implementation	Funding Allocated	Impact	Sustainability and suggested next steps
Train Year 5 pupils in leadership with a focus on leading lunch/playtime activities.	Leaders to deliver a range of physical activities to KS1 which will highlight the importance of sport and being active and will encourage younger children to follow their example.	delivered as	Year 5 children more active but also will lead to KS1 children being more active at playtimes and being more engaged in activities.	Year 5 to become Year 6 play leaders and share their learning with others. Continue to build on their leadership training.
Celebrate children being active in school and out of school.	Present Active Champion awards weekly in each class. Celebrate Sports Day stars, sports achievers, personal		Children more active and feel that PE and sport is valued. Children inspired to be active and get	Update sport at home display board to reflect new sports/achievements. Continue to celebrate sports in class and













Challenge.	phore active and to learn together	£0 (free online event)	families reported they enjoyed	Continue to share free ways to get moving with families. Look at ways to involve families in personal challenges.
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Key indicator 3: Increased confidence	e, knowledge and skills of all staff in t	eaching PE and s	port	Percentage of total allocation:
				15%
Intent	Implementation	Funding Allocated	Impact	Sustainability and suggested next steps
CPD through PASS for a range of teachers across the year. Focus on gymnastics due to learning missed during COVID years.	Training provided for two teachers a term in delivering PASS schemes of work supported by a PE specialist. Term 1: Year 5 Football Term 2: Year 2 Gymnastics Term 3: Year 3 Gymnastics Term 4: Year 4 Gymnastics Term 5: Year 1 Gymnastics Term 6: Year R Games Ensure all teaching is of a 'Good' or better standard.	Included with PASS Silver membership £6800	Children making progress in lessons. Staff attending CPD and utilising information and ideas learnt.	1
Key indicator 4: Broader experience of	of a range of sports and activities offer	ered to all pupils		Percentage of total allocation:
Intent	Implementation	Funding Allocated	Impact	Sustainability and suggested rext steps
Specialist PE teacher to deliver an after- school sports club to increase the range of sports and activities offered to children across year groups.	Term 1: Year 3 and 4 Multi-Sports Term 2: Year 2 Multi Sports Term 3: Year 3 Multi Sports Term 4: Year 5 and 6 Multi Sports Term 5: Year 1 Multi Sports Term 6: Year 5 Play Leaders Training	Included with PASS Silver membership £6800	attendance maintained. Competitions entered as appropriate to link with activity	Continue to offer a wide provision of Sports Clubs and activities. Signpost children to similar outside of school clubs.













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Increase mental and physical well-	Encourage all pupils to take	£1316.64	As a result of increased mental	Continue to monitor how
being (My Happy Mind Subscription)	ownership over their health and		health awareness and techniques	increased mental health
	well-being both physically and		taught to deal with	benefits children in accessing a
	mentally.		stress/nerves/anxiety, children are	wider range of activities and
	·		able to apply their skills to	broadens their knowledge of
			sporting situations and activities.	how the two are interlinked.
			Children previously identified as	
			reluctant to join in with sport due	
			to shyness and nerves, now have	
			the toolkit to access a wider range	
			of activities.	
Taster sessions in less 'traditional'	Deliver taster sessions in Korfball,	£0 (free	Children in Year R-4 all involved in	Signpost children to new
sports.	Cheerleading, Yoga and Kinball to			sports clubs they can join and
·	children across all year groups.		participating in the sport outside	continue to offer taster
	Show the children that there is a		of school as well as in school clubs.	sessions to all children to
	wide range of sport to choose			enable them to find a sport
	from.			they love.
				,













Key indicator 5: Increased participation in competitive sport			Percentage of total allocation:	
				7%
Intent	Implementation	Funding Allocated	Impact	Sustainability and suggested next steps
All children to have experience in team	Ensure children have equipment	6564.20	Children given opportunities to	As COVID continues to cause less
and individual competition. Personal	needed to train and compete in	£564.20	compete in order to learn valuable	issues, introduce more outside of
challenges set termly for all children.	chosen sport (e.g. netball posts for all		life skills linked to winning/losing.	school competitive events.
Extra-curricular clubs enable a route into	playgrounds).			Identify those ready to compete
competitive sport.	Provide transport to events.			at a higher level whilst continuing
All children to compete in a school-wide				to offer all pupils a chance to
Cross Country event, a virtual athletics				compete in sport at an intra-
event and in a house tournament.				school level.

Signed off by	
Head Teacher:	
Date:	
Subject Leader:	K. Holt
Date:	27.06.22
Governor:	
Date:	











