

# 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 **Quality of Education** 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.Thisdocumentwillhelpyoutoreviewyourprovisionandtoreportyourspend.DfEencouragesschools 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 HERE.

















# **Details with regard to funding** Please complete the table below.

Total amount carried over from 2019/20	£7458
Total amount allocated for 2020/21	£ 17890
How much (if any) do you intend to carry over from this total fund into 2021/22?	£ 7454
Total amount allocated for 2021/22	£ 17820
Total amount of funding for 2021/22. To be spent and reported on by 31st July 2022.	£25274

## **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 t154he 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 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, 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 <b>over and above</b> 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: £25274	Date Updated:	09/07/2022	]
<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: 47%		
Intent	Implementation		Impact	
For children to improve their physical activity by taking part in the mile challenge	<ol> <li>Identify an area and look at different types of surfaces</li> <li>Look for quotes-email sent waiting for a reply</li> <li>Have the area prepared</li> <li>Encourage children to use the mile using a competition</li> </ol>	£11929	Throughout the year children have been supported to explore a range of physical activities that encourage children to get active during breaks and lunchtime and through after school provision.  With further consideration the costs for a mile track, felt prohibitive. It was felt that walking a daily mile for infant children might not continue to inspire and had a limiting appeal and that gym equipment was more appealing to our children. By matching this to similar equipment at the local park we would be able to teaching the children how to use this safely and build confidence and that there would be a greater legacy for the children.  As a result, it was decided to invest the money into outdoor	use & that staff are trained where appropriate.  Organise a rota to give all children the opportunity to take part in using the equipment.  As the equipment mirrors that within the local community as the local park has an outdoor gym, skills will be transferable creating a lasting legacy.  We plan to invite parents and show them how to use the equipment. This should suppor parents to be confident to













		gym equipment, to extend the options available to children and to support the children in gaining 30 mins of exercise at their pace. We spoke to the school council about the local park and the gym equipment. The children from the school council helped to discuss and plan the equipment that would be useful or what they have used before.  The ideas were presented to all the children in assembly. As a result the gym equipment was then chosen.	
<b>Key indicator 2:</b> The profile of PESSPA	being raised across the school as a tool for	whole school improvement	Percentage of total allocation:
			5%
Intent	Implementation	Impact	
To develop the role of playground supervisors to support the role of lunchtime provision giving the children the opportunity to develop new skills and also to link in with our 'Routes to resilience words'	<ol> <li>To book the 'Happy lunchtimes' training</li> <li>To train all of the dinner supervisors.</li> <li>To create a plan of action.</li> <li>To implement the training and the activities that have been</li> </ol>	Staff have been trained within the 'Happy Lunchtimes' program. Staff are providing stimulating activities that are helping the children to build resilience, self-control and teamwork.	Ensure that all new staff are trained and understand the programme. Audit equipment (check green sheds) to ensure that as it is used it can be restocked and replaced.













award and the healthy schools network. As a result of the 'healthy schools' audit the focus for the school was to look at eating healthier foods.	Book onto the 'Healthy schools' programme. Undertake the audit Chose an appropriate area for development Attend the relevant network meetings Put an action plan together , knowledge and skills of all staff in to	£295 eaching PE and s	The school is now aware that a target is healthy eating, and this is an action that will be put into place particularly at lunchtimes. The school was awarded the 'bronze award'.	To continue the programme and to gain the silver and gold awards.  Percentage of total allocation:
	-			35%
Intent	Implementation		Impact	
To embed the teaching of Fundamental movement skills within games lessons  Includes 10 sessions delivered Summer Term 2021	<ol> <li>Book coach</li> <li>Have coach plan with the teacher</li> <li>Allow teacher to deliver lessons alongside the coach</li> <li>The coach will give feedback</li> <li>Ensure planning is in place</li> </ol>	£3120 CPD £120 planning £1200 for sessions Summer Term 2021	targeted the principles of multi- skills. All staff can now deliver a multi-skills based curriculum. Planning is in place with next steps to assist the teachers moving forward. Teachers have begun to deliver targeted Game skills lessons.  Game skills 'I now feel confident in teaching PE after observing gym and game skills from expert coaches. The planning has equipped me with the	Audit equipment to ensure it is fit for purpose and accessible.  Ensure that staff use the planning for gymnastics.  Monitor the delivery of gymnastics and ensure there is consistency across the year groups.













To embed the teaching of gymnastics within gym lessons	<ol> <li>Book a gymnastics coach</li> <li>Have the coach and teacher plan together</li> <li>Allow the teacher to begin to deliver lessons alongside the coach</li> <li>Give time for the coach to feedback</li> <li>Ensure planning is in place</li> </ol>		'I have learnt how to do handstands, a dish and an arch.' I learnt a Y balance, a scorpion, a kingfisher and a stork balance.' Year 2  Year 2  Year 2  'I like the dribbling if I had no teammates I could dribble and I would try my best.' Year 1  I like passing to my friends and I like scoring goals.' Year 1  'I like everything about gymnastics with Miss. Laura. It is so fun.'  'I like jumping off ropes. I like copying the actions.'  Lessons are now more engaging, progressive and teach the fundamentals of gymnastics linked to the key steps program of study	
To embed the teaching of dance so that is it linked to a subject and progressive. This CPD took place in	<ol> <li>Book a dance coach</li> <li>Have the coach and teacher plan together</li> </ol>	£1100 for sessions Summer Term	Dance schemes of work have been prepared and used and they link to subjects and topics taught. The	













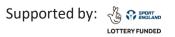


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Summer 2021. It was 11 sessions in total.	<ul><li>3. Allow the teacher to begin to deliver lessons alongside the coach</li><li>4. Give time for the coach to feedback</li><li>Ensure planning is in place</li></ul>	2021	lessons have been planned in a sequence and build on skills. Staff feel more confident with dance. The children have enjoyed using the dance videos.  Lessons are now more engaging, progressive and teach the fundamentals of dance and these are linked to the different curriculum topics taught.	We currently have some units but they will need refining.  Observe lessons to see the evidence of impact of the current plans.
Key indicator 4: Broader experience of	of a range of sports and activities offe	ered to all pupils	1 9	Percentage of total allocation:
				3.5%
Intent	Implementation		Impact	
Additional achievements:  To broaden the activities offered at school including Gymnastics and Gameskills	<ol> <li>Investigate coaches and coach programs</li> <li>Look at the costings</li> <li>Arrange for risk assessments and the appropriate safe guarding checks</li> <li>Organise clubs and arrange after school clubs.</li> </ol>	£660 Games skills  £230 Gymnastics	Children were able to access game skills and gymnastics clubs.  18 girls and 15 boys attended game skills in foundation 37% of year group  13 boys and 22 girls attended game skills in year 1 40% of the year group  'It was very footbally. I liked that I scored lots of goals.' Year 1 girl  12 boys and 8 girls in year 2 attended game skills 23% of the year group  8 girls and 3 boys attended gymnastics in foundation 12% of the year group	provision including extending the range of activities on offer to including martial arts and cricket as there are clubs that run locally that we can connect children with.  Book the coaches for gymnastics for next year.











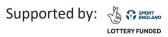


<b>Key indicator 5:</b> Increased participatio	n in competitive sport	12 girls and 8 boys attended gymnastics in year 1 23% of the year group 'I like doing the routines.'  15 girls and 25 boys attended gymnastics in year 2 45% of the year group  We didn't run a full year of clubs due to COVID restrictions.	Percentage of total allocation:
Intent	Implementation	Impact	
To take part within the SSCO competition map. To organise inter-school sporting competitions including game skill activities.	<ol> <li>Ensure that the subscription that been renewed.</li> <li>Enter the appropriate competitions.</li> <li>Book the P.E conference</li> </ol>	·	Continue to engage in local inter-school competitions and activities.  Through after-school activities support children to engage with other locally run competitive sports groups (e.g., cricket)













Signed off by	
Head Teacher:	ER Smith
Date:	11.7.2022
Subject Leader:	G Palmer and H George
Date:	11.7.2022
Governor:	Emma Harrop
Date:	11.7.2022











