

Evidencing the impact of the Primary PE and sport premium

Website Reporting Tool

Revised July 2021

Commissioned by



Department
for Education

Created by



YOUTH
SPORT
TRUST



It is important that your grant is used effectively and based on school need. The [Education Inspection Framework](#) 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.

Please visit [gov.uk](https://www.gov.uk) for the revised DfE guidance 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. DfE encourages 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 [publish details](#) 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 [HERE](#).

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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 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? 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 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: £25274	Date Updated: 09/07/2022	
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: 47%
Intent	Implementation		Impact	
For children to improve their physical activity by taking part in the mile challenge	<ol style="list-style-type: none"> 1. Identify an area and look at different types of surfaces 2. Look for quotes-email sent waiting for a reply 3. Have the area prepared 4. Encourage children to use the mile using a competition 	£11929	<p>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.</p> <p>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.</p> <p>As a result, it was decided to invest the money into outdoor</p>	<p>Ensure that the gym equipment is in operational and ready to use & that staff are trained where appropriate.</p> <p>Organise a rota to give all children the opportunity to take part in using the equipment.</p> <p>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.</p> <p>We plan to invite parents and show them how to use the equipment. This should support parents to be confident to support their children in using the equipment at the local park.</p> <p>We have a parent who is the strategic oversee for leisure centres and he has said he would send in gym instructors</p>

			<p>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.</p> <p>The ideas were presented to all the children in assembly. As a result the gym equipment was then chosen.</p>	to support the use of the equipment. Liaise with the local leisure centre who have offered to end in some gym instructors.
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Key indicator 2: 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' teamwork, self-control and resilience.	<ol style="list-style-type: none"> 1. To book the 'Happy lunchtimes' training 2. To train all of the dinner supervisors. 3. To create a plan of action. 4. To implement the training and the activities that have been taught. 5. To amend the behaviour policy to link with the 'Happy Lunchtimes' programme. 6. To audit and conduct a pupil interview. 7. To audit and buy the appropriate equipment. 	£1000	<p>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.</p> <p>Behaviour has improved and children are engaged within the program. The school behaviour policy has been amended to take into account the new program and its rules.</p>	<p>Ensure that all new staff are trained and understand the programme.</p> <p>Audit equipment (check green sheds) to ensure that as it is used it can be restocked and replaced.</p> <p>Pupil interview with the children to look at evidence of impact. Staff interview and observation to monitor</p> <p>Regular announcements to parents through Weduc</p> <p>Regular use of assembly to promote 'Happy Lunchtimes'.</p>

To link in with the 'healthy schools' 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	£295	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.
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Key indicator 3: Increased confidence, knowledge and skills of all staff in teaching PE and sport				Percentage of total allocation:
				35%

Intent	Implementation		Impact	
<p>To embed the teaching of Fundamental movement skills within games lessons</p> <p>Includes 10 sessions delivered Summer Term 2021</p>	<ol style="list-style-type: none"> 1. Book coach 2. Have coach plan with the teacher 3. Allow teacher to deliver lessons alongside the coach 4. The coach will give feedback 5. Ensure planning is in place 	<p>£3120 CPD £120 planning</p> <p>£1200 for sessions Summer Term 2021</p>	<p>Lessons have been taught alongside the teacher that have 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.</p> <p>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 skills to be able to create my own plans when needed.' Teacher</p> <p>'I like it because you play games. I have learnt some new skills.'</p> <p>'I like playing team games. I have learnt how to dribble.' Year 2</p>	<p>Ensure that the planning is continually used and refined. Monitor the delivery of PE to ensure it follows the planning. Check for consistency across the Year groups.</p> <p>Audit equipment to ensure it is fit for purpose and accessible.</p> <p>Ensure that staff use the planning for gymnastics. Monitor the delivery of gymnastics and ensure there is consistency across the year groups.</p>

<p>To embed the teaching of gymnastics within gym lessons</p>	<ol style="list-style-type: none"> 1. Book a gymnastics coach 2. Have the coach and teacher plan together 3. Allow the teacher to begin to deliver lessons alongside the coach 4. Give time for the coach to feedback 5. Ensure planning is in place 	<p>£3105 CPD £115</p>	<p>Lessons are now more engaging, progressive and teach all children the fundamental movement skills</p> <p>Gym '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</p> <p>Year 2 'I like the dribbling if I had no teammates I could dribble and I would try my best.' Year 1</p> <p>I like passing to my friends and I like scoring goals.' Year 1</p> <p>'I like everything about gymnastics with Miss. Laura. It is so fun.'</p> <p>'I like jumping off ropes. I like copying the actions.'</p> <p>Lessons are now more engaging, progressive and teach the fundamentals of gymnastics linked to the key steps program of study</p>	<p>Book the gymnastics teacher to further develop planning and delivery and to monitor the delivery of gymnastics.</p>
<p>To embed the teaching of dance so that is it linked to a subject and progressive. This CPD took place in</p>	<ol style="list-style-type: none"> 1. Book a dance coach 2. Have the coach and teacher plan together 	<p>£1100 for sessions Summer Term</p>	<p>Dance schemes of work have been prepared and used and they link to subjects and topics taught. The</p>	<p>Book the dance teacher to plug dance units and to support the teachers.</p>

Summer 2021. It was 11 sessions in total.	3. Allow the teacher to begin to deliver lessons alongside the coach 4. Give time for the coach to feedback Ensure planning is in place	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 a range of sports and activities offered to all pupils				Percentage of total allocation:
				3.5%
Intent	Implementation		Impact	
Additional achievements: To broaden the activities offered at school including Gymnastics and Gameskills	1. Investigate coaches and coach programs 2. Look at the costings 3. Arrange for risk assessments and the appropriate safe guarding checks 4. Organise clubs and arrange after school clubs.	£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	Continue to embed and develop 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. Look at booking martial arts and possibly cricket

			<p>12 girls and 8 boys attended gymnastics in year 1 23% of the year group ‘I like doing the routines.’</p> <p>15 girls and 25 boys attended gymnastics in year 2 45% of the year group</p> <p>We didn’t run a full year of clubs due to COVID restrictions.</p>	
Key indicator 5: Increased participation in competitive sport				Percentage of total allocation:
				9.5 %
Intent	Implementation		Impact	
<p>To take part within the SSCO competition map.</p> <p>To organise inter-school sporting competitions including game skill activities.</p>	<ol style="list-style-type: none"> 1. Ensure that the subscription has been renewed. 2. Enter the appropriate competitions. 3. Book the P.E conference 	£2400	<p>Children took part in their first gymnastics competition. They finished second with a third place for an individual member.</p> <p>‘I liked doing the routine on the floor. The place was really big. The floor was soft’. Year 1</p> <p>I liked doing a routine on the beam.’ Year 1</p> <p>Our PE lead attended the P.E conference.</p> <p>‘It was really inspiring and it gave some really good ideas how to plan and teach inspiring PE across the school. It was good to network with other teachers and to hear their experiences. Teacher</p>	<p>Continue to engage in local inter-school competitions and activities.</p> <p>Through after-school activities support children to engage with other locally run competitive sports groups (e.g., cricket)</p>

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