

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.**

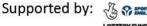
We recommend regularly updating the table and publishing it on your website throughout the year. This evidences your ongoing self-evaluation of how you are using the funding to secure maximum, sustainable impact. Final copy must be posted on your website by the end of the academic year and no later than the 31st July 2021. To see an example of how to complete the table please click <u>HERE</u>.

Created by:















Details with regard to funding Please complete the table below.

Total amount carried over from 2019/20	£0
Total amount allocated for 2020/21	£20,650
How much (if any) do you intend to carry over from this total fund into 2021/22?	£0
Total amount allocated for 2021/22	£
Total amount of funding for 2021/22. To be spent and reported on by 31st July 2022.	£

Swimming Data

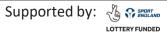
Please report on your Swimming Data below.

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 2020. Please see note above	70%
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	70%
What percentage of your current Year 6 cohort perform safe self-rescue in different water-based situations?	40%
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>













Action Plan and Budget Tracking

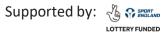
Capture your intended annual spend against the 5 key indicators. Clarify the success criteria and evidence of impact that you intend to measure to evaluate for pupils today and for the future.

Academic Year: 2020/21	Total fund allocated: £20650	Date Updated:	: 28.07.21	
Key indicator 1: The engagement of a	Percentage of total allocation:			
primary school pupils undertake at le	ast 30 minutes of physical activity a d	ay in school		70%
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:
Continuation of the Daily Mile – To get all pupils undertaking an additional 15 minutes of activity per day.	Development of the Daily Mile course Promote the Daily Mile during assembly and have a whole school launch. Daily Mile course now accessible and useable all year round.	£14,790	All pupils will be involved in 15 minutes of additional activity. Reduction of sedentary behaviour. From the introduction of the Daily Mile all classes have participated in the Daily Mile regularly across the year and children have	
Gym Activities targeting all groups of children to be more active. Encouraging active breaks and lunchtimes.	All break and lunchtime staff trained to promote 'Happy Lunchtimes'. Pupils have a structure to focus on positive play and positive behaviour management. It enthuses everyone and leads to many improvements big and small. Fitness and activity area designed and built. Children actively encouraged to use and explore the area during breaks and lunchtimes. Part of the happy lunchtimes cycle. As well as providing a fun fitness		continued to be motivated by the activity and have set personal goals/challenges. Increase in pupil's health and wellbeing as well as increased concentration and attitude in lessons. Active lunchtime and Outdoor activity gym completed late in the academic year. Children already positive and actively using the equipment. A wider range of	Wake and shake to be setup for everyday of the week to increase numbers and offer more availability for pupils. Happy Lunchtimes award achieved and should be maintained every year.













Introduce new After School Club Sport to encourage new pupils to take up sport or pupils to take up new sports. – Initial cost may need to be covered if there is initial low uptake.	our outdoor fitness equipment also provides a range of benefits for KS1 and KS2 children. This includes both improved balance, and coordination. Sports Leaders Lunchtime Training/ Activities New Clubs: Football Fitness Cricket Curricular and extra curricular enhancement - arrange sports around each other to avoid clashes and evenings for practices which don't interfere with other commitments - Arrange friendly competition - inter/intra school - use the local sport partnership.	£105	using the equipment to ensure their breaks and lunchtimes are more active and engaging. New Afterschool clubs sessions having a huge impact on raising the profile of PE and contributing to an overall school improvement of punctuality in the mornings. Encouraging community activity as parents and siblings are welcomed to take part too. New after school clubs to be subsidised to maintain and increase our provision and participation in sport for the younger children and children taking on new sports from the previous year. This will encourage children to take part in an active and healthy lifestyle from a younger age and promote more enthusiasm for PE as they progress through the school.	all children across the school and widen the offer. Support FSM and PP in their options and choices to take part in ASC's
	Bikeability (Go Ride) EYFS, Year 5 and 6	£0	Reducing the number of children who get driven to school and increase the number of children who own bikes and will cycle to school. —More Year 5 and 6 Children cycling to school.	Work closely with parents to ensure safe travel to and from school but ultimately reducing the number of children who get driven to school and increase the number of children who own bikes and will cycle to school.
	Beat the Street	£U	The school finished 2 nd for total points scored during 'Beat the Street' with 446 participants	Continue to celebrate and actively encourage physical activity to and from school. Go













Ride cycling has been booked involved. for the following year to Active Travel Initiative continue to promote cycling and 89% of trips are active with a increase the confidence of (Living Street travel tracker) large majority of the children in school achieving awards and those who are least active more encouraged to walk to Increase the percentage of trips school more frequently. that are active. Encourage those children who get driven to school to change 1 or 2 of their travels to park and stride. Embed in curriculum, teaching and learning and create active Greggs Tackling Health Programme The Rugby and Cricket Chance to Shine Cricket environments. £0 programmes have had a huge To embed sport and PE in the Active Lessons l ess active and reluctant children to impact on raising the profile of lioin in PF Forest Schools curriculum further, we will look PE and contributing to an overall to build on our use of active KS1 Tennis sessions school improvement of lessons and Forest Schools. enjoyment and activity of pupils Some teachers may need to in PE, who were previously less be trained in Forest Schools active or reluctant to join in. and Staff meetings could be used to demonstrate some School Sports Coach takes ideas of more active lessons. children to out of hours tournaments and leagues. Professional sports coach to run Develop and deliver multiproviding an opportunity for the activities and clubs to increase component interventions. children to take part in Active Learning motivation and popularity of the £0 competitive sport at a higher Premier League Super (Potential reward. level. Sports coaches introduce & develop and deliver multi-Movers transport cost new sports to school and component interventions. Greggs Tackling Health Programme to participate in NGB/Profession children, providing new (Leicester Tigers) opportunities and sports for al Club event) children to get involved in. Chance to Shine Cricket Continuation of professional Therefore increasing children's coach but look to reduce cost (Leicestershire CCC) participation in sports activity in the end and to be run through after-school clubs internally but with the same promoting a lifelong active motivation and enthusiasm lifestyle. towards to the club. - Ensure the club is seen as a reward. Support and increased participation of the least active children by providing targeted













			activities and sessionLeading to increased participation in PE lessons as well competitions.	
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:
Intent	Implementation		Impact	24%
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:
Celebration assembly Every week to ensure the whole school is aware of the importance of PE and Sport and to encourage all pupils to aspire to being involved in the assemblies.	Achievements celebrated in assembly (match results + notable achievements in lessons etc.). Achievement, teams, news and reports to be displayed.	£116.60	given to all children during Sports events and activities and to children who attend festivals and matches. Stickers are presented to participants during intra-school events relating to the School Game Values. All this promotes enthusiasm for taking part and gives the children positive	well using sports leaders to aid in the process.
Equipment and Kit To be purchased to allow teachers and staff to provide best possible lessons and learning within PE as well as continuing with the best possible provision of equipment for	PE curriculum resources - Plus consumables	£3173.53	and good representation	















the children.

School Games Kite mark (SSPAN) Continuation of the affiliation to the (Also linked to Key indicator 2, 3, 4 School Games with the SSPAN. To & 5)

Secure Silver Games mark, while moving towards achieving the Gold Standard.

Provides:

- Competition entry fees
- Reduced training costs
- Festivals
- Conferences
- Links with other schools
- Affiliations to competitions and access to coaching
- Increase pupils' participation in the School Games

Provide existing staff with training or sport more effectively

lenable us to have access to the areas provided.

Secure Gold Games mark standards for this years Kite mark, while moving towards sustaining the Gold Standard to lead to the Platinum l evel.

participating in competitions.

Staff wearing sports kit encourages and demonstrates the correct clothing to have when participating in sport. While ensuring staff feel comfortable when delivering PE.

equipment to be replaced as stored in new sport/PE cupboard to ensure longevity of the equipment. Equipment of new sports purchased and introduced with the aim to enter the SSPAN competitions in those sports next year (New Age Kurling and Boccia)

Delayed from previous year.

More outdoor equipment and activities bases to be set up for lunch and break time activities

Maintain links with other schools and staff with the City Sports Partnership. Learning from other 22 academic year. schools best practice as highlighted by City Sports staff. Attend conferences/meetings with the City Sports Partnership to ensure that St John the Baptist is up to speed with current developments in sporting

A few virtual competitions were entered this year to keep the competitive nature of sport going throughout school and within cohorts.

education in Leicester.

Take up of virtual events and through home learning was high.

Continue to maintain the Gold standard for the kite mark in 21-

Use the SSPAN to access more KS1 activities and events and teachers CPD.

More access to virtual events and CPD through the SSPAN due to Covid-19. This still allows for continuous Staff CPD and access to competitions for children.

Enter and compete in more virtual events if appropriate and required next year.

resources to help them teach PE and









£1650





Key indicator 3: Increased confidence, knowledge and skills of all staff in teaching PE and sport			Percentage of total allocation:	
				2%
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:
Continued and monitored Implementation of a Whole School Scheme of Work Ensure all staff are familiar and comfortable with the use and employment of the lesson plans -Staff meeting to be held to explain and explore the SowStaff training to apply and use SoW correctly and effectively.	Merton Scheme of Work and Planning – Scheme to be purchased and given to all staffStaff to begin using SOW and CPD to aid with confidence and understanding of the scheme. To embed skills and knowledge obtained through previous years' training and ensure a consistency in high quality PE teaching. Online access to the planning for all teachers.	£61.20	Sport based CPD based on a 2 year rolling system to ensure maximum coverage of all areas of PEPositive relationships established	confidence and understanding of PE. Coaches to be used less to avoid deskilling teachers.
Staff development and whole school training	Employment of specialist PE coaches to deliver PE alongside	£300	All staff to have CPD. Areas for	delivery of the Merton Scheme of work To ensure that new staff receive training in line with that provided to existing staff.
SSPAN did free virtual CPD week for members, allowing teachers to access Created by:	the Class teacher. -Chance to Shine -Leicester Tigers		knowledge audit. This CPD will boost confidence and understanding of health and safety	Where possible, staff recognized through P.E. audit

he links for different CPD			ļi S	and few others. This has been
pportunities.			quality throughout the school. In	identified as an area for
	Email the teachers with all links for		particular, being able to see an	development as staff are
Courses available in the virtual week:	the CPD week allowing the		experienced coach working with a	lacking in confidence in
Return and Recover with PE & well-	teachers to access them when		group of children is a valuable	teaching specific sports. This
being 2. Ofsted PE deep drive	they can.		source of CPD, as you can see the	CPD will boost confidence an
Primary PE curriculum design			theory in practice. Possible after	understanding of health and
 Mindfulness – creating a clam 			school clubs could be developed if	
classroom during COVID-19.			staff show an interest.	and teaching of a variety of
				sports, so that the provision for
			To embed skills and knowledge	our children is high quality
			obtained through previous years'	throughout the school.
			training and ensure a consistency	
			, , ,	An end result will provide Sta
			High quality coaching allows the	who will work together and
			· ·	share good practice which wi
			variety of different sports from a	lead to better confidence all
			highly experienced, sport specific	round and more staff keen to
			coach(es). The class teachers are	19
			•	extra activities will not only
			games and ideas, which adds to their Continued Professional	continue but there will also be
				an expansion.
			Development in this area. In particular, being able to see an	The school is no longer dependent on 'experts' comin
				in to teach PE and Sport as
			group of children is a valuable	staff are more confident and
			source of CPD, as you can see the	
			theory in practice.	NOOH.
				2-3 days of CPD has been
			CPD has been affected due to	planned in with the SSPAN to
			COVID because the schools RA	support and work alongside a
			limited the amount of visitors into	staff in their understanding an
			school.	development of PE and Sport
(ey indicator 4: Broader experience o	f a range of sports and activities offe		•	Percentage of total allocation
				0%
Intent	Implementation		Impact	
Your school focus should be clear	Make sure your actions to	Funding	Evidence of impact: what do	Sustainability and suggested
what you want the pupils to know	achieve are linked to your	allocated:	pupils now know and what	next steps:
reated by: Physical Active Active Partnerships		SPORT UK COACHING	Managarghi Managarghi Managarghi Managarghi	

and be able to do and about what they need to learn and to consolidate through practice:	intentions:		can they now do? What has changed?:	
Offer Choice and Variety in PE and Sports Develop a minimum offer for all	-Undertake all PL which is offered through the sports partnership/LA/se National Associations (AfPE & YST)/ NGBs/Awarding Organisations with an aim to get more staff up-skilled and involved Arrange a pupil survey to ascertain what pupils would like Involve external coaches to work with staff in clubs. Tigers Rugby Reading Champions		4 Professional sport clubs involved in school to promote and encourage children participation within the sport- Lessened impact due to restrictions in school. Sports coach teaching for pupils as well as CPD for teachers. Activities and learning utilised in teachers own lessons.	and across the school to support: SEND, PP, less active transition into a more sporting lifestyle. Tigers Rugby Reading
B and C teams to be entered into	Programme Chance to Shine Leicester Swifts Additional achievements: Continue to offer a wider range of activities both within and outside		A wider range of Inclusive sports activities offered to all pupils in and after school. Three Year 4 classes active within extra sports and activities through Tigers programme and a large number of SEND pupils.	Champions to be started next year to promote and link a love a sport with a cross curricular activity.
	the curriculum in order to get more pupils involved. SSPAN – Planning and training	£1650 (Accounted for in Key Indicator 2).	90 children experiencing a different sport linked to other curriculum areas (Maths and Reading). 242 pupils competed at a virtual competitions throughout the year. Numbers of pupils and number	Additional staff to be trained and supported in their preferred sports to encourage more staff participation in the introduction of other and new sports clubs for the pupils.
Created by: Physical Physical Partnerships	YOUTH Supported by: 🖔		of teams competing in different sports this year impacted by Covid-19 However some sports competitions that had their level 1 competition completed in school	The children are enjoying the opportunities to compete in school so will look to increase the number of level 1 competitions and trials as well as potential for inter house

Sports Days to focus on ALL children participating in active sports and activities across the school -Increased competitiveness and feeling of achievement for ALL children that participate. - Rewards (Stickers, Trophies, certificates).

Continue to develop Sports day to be fun, enjoyable and inclusive for all across the whole school. (FS and KS1 Sports day to be done separately to KS2- but teams to be shared and worked together). Celebration of successes and rewards assembly to follow.

Introduce new After School Club Sport – Initial cost may need to be covered if there is initial low uptake. Subsidies to facilitate sport participation -Focus particularly on those pupils who do not take up additional PE and Sport opportunities.

New Sports and activities introduced to lunch and after school clubs through sports leaders.

-Sports and Playtime leaders to be utilized to encourage participation and promote sports and PE in a variety of different ways.

and had a high number of participants.

All children involved in a sports day with increased competiveness day. Having different year with children proud of their achievement on a variety of different activities. Parents involved and enjoying the day too. Children showing off and encouraged by rewards of stickers Key Stage on a different day to lembedding the school games values

Sports Day was segregated into cohorts this year due to Covid-19 - Still following the same principles and values. Activities adapted to allow for all children to compete within their year groups.

2 more staff involved in extracurricular activities and teachers are feeling more confident teaching new activities.

- 2 new clubs (Cricket and Football Fitness) now running with an uptake of over 20 pupils (Ava of 6 new children of which have never attended before in each club).

competitions.

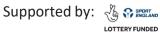
KS2 sports day was adapted to suit Covid restrictions. The format this vear was to allow for a more competitive sports groups at different times and davs allowed for more participation for all children during the day. Next year the aim would be to have each allow for more participation and competition in more events.

The Schools Games Competition and Chance to Shine activities have allowed the children already interested to compete as well as promote these sports in different ways.



















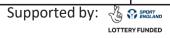






Key indicator 5: Increased participation	on in competitive sport			Percentage of total allocation:
				4%
Intent	Implementation		Impact	
Your school focus should be clear what you want the pupils to know and be able to do and about what they need to learn and to consolidate through practice:	Make sure 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 Participation in competitive sport Entering more competitive events for all.	SSPAN Membership Enter an increased number of competitions from the SSPAN More parallel/SEND sports and event entered through SSPAN competition calendar as well as links to NGB events. Leicester Tigers tag rugby & Chance to Shine Cricket These programs and schemes to be continued and offered to previous and new participants.	(Accounted for in Key Indicator	Maintain links with other schools and staff with the City Sports Partnership. Learning from other schools best practice as highlighted by City Sports staff. Attend conferences/meetings with the City Sports Partnership to ensure that St John the Baptist is up to speed with current developments in sporting education in Leicester. Competition provides children with a purpose for taking part in sport – learn social, communication, teamwork and leadership skills. Children are exposed to and become interested in a variety of different sports. This promotes lifelong active lifestyle. Citywide competitions enable our children to play against tough competitors and strive to increase their skills in that area. Reduced training costs enable us to up skill our current staff so that PE and Sport provision is of a high quality for all children in the school.	events. – Create links with other schools to form a round robin competition/tournament.









Numbers of pupils and number of teams competing in different sports this year impacted by Covid-19

Appropriate and broad range of competitive sports and lactivities/experiences developed for all of ages and abilities.

Competition used as a tool for learning with regular opportunities for intra and inter school competition.

Football Affiliation and Competition Costs.

- Entry into the Leicester City £450 Football League
- Entry into 2 of the football knockout cups.

Links with other schools to hold inter school games/tournaments.

Disrupted due to Covid but interest was high and training, trials and competition was held within school for Level 1 competitions.

Leicester City Schools League and football teams has continued in other associated Cup competitions. With the school having recent successes in a few of these Leagues and Cup, continuation of the entry and affiliation to the association has lalready shown it's worth. Competition provides children with aim now to open up to lower a purpose for taking part in sport – key stages. learn social, communication. teamwork and leadership skills. They will meet other similar aged children from other local schools this is helpful with transition to secondary school. This promotes a lifelong active lifestyle. Affiliating to the league will maintain our competition participation from the previous year.

Our football team competes in the The previous success of the school with a high number of children (Both boys and girls) excited for the return of football. We have had a higher number of girls and boys competing in the trials, training and After school clubs, with the













Transport

Transport is essential to enable our children to experience competition further afield

Transport Costs

- Transport to events to ensure we are maximising the competition calendar and allowing as many of our pupils to compete in the events as possible.
- We walk to any events within walking distance (Also promoting active travel).

£320

Transport is essential to enable our children to experience competition further afield. Our school team and athletes play and that could be within walking compete in the Leicester City league and SSPAN Competition calendar and often need to play away matches. We do however walk to as many local fixtures/festivals as possible. Competition provides children with increased costs next year. a purpose for taking part in sport learn social, communication. teamwork and leadership skills. Meet other similar aged children from other local schools - helpful with transition to secondary school. Children are exposed to and become interested in a variety of different sports. This promotes lifelong active lifestyle.

Utilising staff transport for reducing costs where possible and looking at other events distance.

With our increased competition calendar and entry for more teams this year we could see Higher engagement in Level competition has led to more level 2 success and a higher level of overall participation across a range of sports.











