

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 <u>under-spend from 2019/2020</u>, 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**.

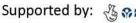
We recommend regularly updating the table and publishing it on your website throughout the year. This evidences your ongoing self-evaluation of how you are using the funding to secure maximum, sustainable impact. Final copy must be posted on your website by the end of the academic year and no later than 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	£
Total amount allocated for 2020/21	£
How much (if any) do you intend to carry over from this total fund into 2021/22?	£
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

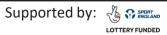
Please report on your Swimming Data below.

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?	38%
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	
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	37%
What percentage of your current Year 6 cohort perform safe self-rescue in different water-based situations?	23%
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.

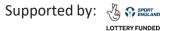
Academic Year: 2020/21	Total fund allocated:	Date Updated	: January 2022]	
	Key indicator 1: The engagement of <u>all</u> pupils in regular physical activity – Chief Medical Officers guidelines recommend that primary school pupils undertake at least 30 minutes of physical activity a day in school				
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:	
Select cohort to develop their leadership skills to actively promote and support wider opportunities at playtime for younger pupils	Young Leaders to plan and deliver at least 10 Intra-School competitions. Promote these through assembly and staff to assist in every child joining a team. New playground equipment to be purchased to encourage active lunchtimes	£2000	25 Y4 children trained as mini leaders 10 Y5 children trained as Bronze Ambassadors. Pupils are able to lead activities, assembly plans with new initiatives and construct reports.	Leaders to continue developing school sport, active playtimes. Allow pupil voice to now develop next steps with what the children want.	
Increase the number of pupils who regularly engage in structured and informal play and PA opportunities within the school day. All children to participate in new and familiar sports through later. School	Book midday supervisor training to allow them to have up to date training and support in the delivery of lunchtimes. Staff to then work with the Young Leaders and Mini Leaders in assisting them in providing Intra-school competitions and Personal Challenge opportunities.		EM met with middays to discuss PA luncthimes.	Ensure midday supervisor training takes place.	
familiar sports through Intra-School competitions. To engage the inactive			Every child in school has taken part in at least 3 intra school events.		















Intent	Implementation		Impact	
,	3			%
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:
Work with the midday supervisors to plan and implement challenges to encourage children to be more active	inactive/confidence, self-esteem.	Itha attiliation	This hasn't taken place due to staff absence and other reasons.	
for the top playground	during play and lunchtimes. Works in line with keeping children active and provides the opportunity for physical challenges			
Purchase and install a new trim trail	Trim trail available for year groups		every play and lunch.	
Remove the train structure on the Y3/4 playground	Allows for more playground/active play space.	INOHE	Structure removed with new trim trail. Children are active on this	
	school in assemblies. Link to school council with raising the profile.			
	Use BYA travel ambassadors to promote active travel to and from			
Promote active travel to school	promote active lunchtimes.		scoot or cycle.	
	Use mini leaders and BYA to		90% of our children now walk,	











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:
	Train Mini Leaders within Y4. Run the real Leaders course again focused on targeted groups. Bronze Ambassador training Y5 and Y6 'This Girl Can' after school club to run.	£	We now have 35 trained leaders with in school. 35:198.	Further develop this leadership. Y6 transitioning to Y7.
	,		School house system introduced for Sports Day which worked well. Pupils worked in mixed aged groups and abilities.	Use pupil voice to develop this within school across PE and the school culture to create house names, house captains and vice.
Attend a variety of different events across the academic year.	Book and plan events, selecting children to attend suiting their needs and abilities.			
, , , ,	Display gives information on Intraschool tournaments, after school clubs, clubs lead by the young leaders, local clubs and links children can join. Children to take ownership of their			













Mini leaders and BYA display	playtimes and lunchtimes getting them	
,	more active. Advertise opportunities	
	available/events/after school	
	clubs/local club links offered to them.	
	Display of Mini Leaders and BYA so that	
	children know who they are and to give	
	a sense of pride and responsibility to	
	the younger leaders in school. Include	
	photos of activities delivered with	
	reports from BYA.	
Promote sporting	Parents/carers able to see the events	
news/achievements across school	children are attending during and after	
including what children achieve	school and also within PE lessons.	
outside of school through the use of		
social media platforms.		
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Key indicator 3: Increased confidence, knowledge and skills of all staff in teaching PE and sport			Percentage of total allocation:	
				%
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 staff knowledge, confidence and understanding of teaching and learning within the context of a broad and balanced PE curriculum.	PE Lead to conduct staff audits using CD learning nutrition to identify individualised areas for growth. Realistic targets set and shared responsibility. PE Lead to implement ongoing team teach model to provide one to one support for staff.	£200		













Further develop staff confidence in teaching PE co to conduct staff audit through Create Development to assess individual strengths and areas for development.	Use PE lead to team teach areas in which they lack confidence. PE co to model audit wheel and then target in support in areas necessary.	£200		
Pupils to access high quality gymnastics lessons to ensure a broad and balanced curriculum.	Teachers to access real Gym refresher training through Create Development Tutor. Purchase new gymnastic mats to support	£1000 None		
Upskill staff through SHAPE CPD offer PE co release time to support staff delivery.	teaching and learning Steer staff to CPD deemed relevant to their own needs and through affiliating for the next three years will ensure this support continues			
Key indicator 4: Broader experience o	PE coordinator to observe teaching and learning, giving constructive feedback to improve skills, knowledge and confidence of teaching staff.	red to all nunils		Percentage of total allocation:
Rey mulcator 4. Broader experience of	r a range of sports and activities one	red to all pupils		referriage of total allocation.
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	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:















consolidate through practice:	[1 1		
To affiliate to SHAPE for the next year to ensure <u>all</u> children are able to access festivals and competitions	Using last year's underspend to affiliate to the SSP will enable high quality activities and events for children to access			
Provide a wide range of sports and activities after school for all pupils. (Holiday clubs, Jude, Karate, Trampolining, gymnastics, Boxercise and Dance – John Bell)		None part of affiliation		
		Affiliation cost		
More children accessing extra- curricular clubs through a broad and balanced timetable	Pupil voice collected through surveys to identify popular sports and activities that will encourage children to participate in after school clubs. PE lead to work with staff to plan an extensive after school offer.	Affiliation cost		
For children to experience a wide range of sporting events offered through SLP.	EM to plan with Year band leaders events offered and children selected.	Affiliation cost		
To offer a wide range of opportunities for all children	Book events/festivals for children and then select children most suitable based on 'personality types'.	Affiliation cost		
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to take their Bikeability Level 1,2 and 3.	Work with Wheeley Fun Wheels to ensure Y3 and Y5/6 children have received either level1/2/3 bikability offer this academic year.	Affiliation cost	
•	Children received training through SHAPE to develop knowledge and skills needed to deliver.		
Additional achievements:			













Key indicator 5: Increased participation	on in competitive sport			Percentage of total allocation:
				%
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:
Improved engagement of meaningful competitive opportunities for all children	PE Lead to identify and match motivations and competencies of children with clear learning outcomes identified. Consideration given of partnership competition calendar and utilise the personality types framework to identify children to attend suitable events Links made to the CD wheel — areas of development highlighted and next steps known. All children within school to experience a festival and competition within school	£ Affiliation		













Signed off by	
Head Teacher:	D Shaw
Date:	Jan 2022
Subject Leader:	E McKinnon
Date:	Jan 2022
Governor:	
Date:	











