

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</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 <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	£17,690
How much (if any) do you intend to carry over from this total fund into 2021/22?	£0
Total amount allocated for 2021/22	£17,690
Total amount of funding for 2021/22. To be spent and reported on by 31st July 2022.	£17,690

Swimming Data

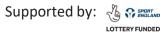
Please report on your Swimming Data below.

Meeting national curriculum requirements for swimming and water safety.	30%
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	30%
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	30%
What percentage of your current Year 6 cohort perform safe self-rescue in different water-based situations?	30%
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

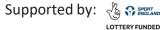
Capture your intended annual spend against the 5 key indicators. Clarify the success criteria and evidence of impact that you intend to measure to evaluate for pupils today and for the future.

Academic Year: 2020/21	Total fund allocated:	Date Updated:		
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: 57%	
		iay iii serioor		57%
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:
Play Leaders to be able to lead games during breaks.*	 Play leaders will be trained by the sports coach so they are confident at planning, 	Lunch Provision	Pupils now know how to lead group activities for others.	-Y5/6 children to receive Play Leaders training for them to be able to help lead games
Sport clubs to be available for all ages and abilities.	organising and running physical activities for children across the school. PE leader will then	£5,700 After school provision	Pupils also know that they can attend sports clubs regardless of age or ability.	throughout the lunchtimes. -Monitor termly overviews for
Pupils to be able to attend competitions and be able to compete against children their own age.	monitor the quality and variety of the sessions. - Sports coach will organise a variety of activities for children to take part in at lunchtimes,	£ 4,375	Pupils can now compete against other schools and use their newfound skills to compete effectively against other schools.	after school clubs (to link with school games) to ensure participation of all abilities, ages and gender.
Run-a-mile to be embedded throughout the school.	one lunch time per class. Coaching opportunities with one class each day will also take		Increased range of after school clubs and increased participation	-Continue to provide a wide range of activities for all to play during lunch.
*Subject to change due to Covid-19	place A variety of after school clubs		(registers and pupil questionnaires)	-Continue to offer the 'Change
A drive on change for life for Years 5 and 6	will be offered to all children free of charge. The sports coach will lead these. PE leader will monitor the uptake of these and target groups of children when necessary.		Evidence: 305 participants attended an After- School Club, which is an increase on last year by 117 children* Games run by TAs and Sports	for Life' club to children disengaged in Years Five and Six. -Continue to participate in the 'Run-a-mile' campaign for all ages.











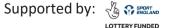


Leader(s) are running at capacity. - increase the amount of sports leaders across all year groups. See table below for activities provided for all children. Sports coach ran inter-school competition as well as out of school competitions for Years 5 and 6. One student said, "I really enjoyed going to different places competing against other schools.". What has changed? More pupils can participate in a competitive environment effectively. The pupils have an understanding of what it is like to communicate, respect others and be responsible for their own actions. Sports coach ran inter-school competition for Years 5 and 6. One student said, "It was great to see children of all abilities taking part in competitions". What has changed? More pupils can participate in a competitive environment effectively. The pupils have an understanding of what it is like to communicate, respect others and be responsible for their own actions. The pupils can now compete effectively in individual or group













			activities, building on their independence and resilience.	
Key indicator 2: The profile of PESSPA	being raised across the school as a to	ool for whole sch	ool improvement	Percentage of total allocation:
				57%
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:
	of the children.	fees are outlie above		 A wide range of clubs to be planned to offer opportunities for all interests. A range of pupils from different backgrounds regularly taking part in physical activity and competitions. PE leader to have an understanding of the strengths and quality of teaching across the school. PE leader to continue to work with teachers to promote attendance of after school clubs' competitions to ensure all places are filled. Continue to promote participation of events through Assemblies, display and social media.













Key indicator 3: Increased confidence,	knowledge and skills of all staff in to	eaching PE and sp	port	Percentage of total allocation:
				43%
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: Increased quality in physical education	Make sure your actions to achieve are linked to your intentions: - Sports coach to work	Funding allocated:	Evidence of impact: what do pupils now know and what can they now do? What has changed?: Pupils now know a range of skills that	Sustainability and suggested next steps: -PE leader to have an
across key stage 1 and 2 to ensure pupils and staff and confident and competent. The confidence, knowledge and skills of the staff will give the pupils confidence and knowledge that they can build on through their school journey and be able to play and compete successfully with other peers of their age.	alongside all class teachers to help build confidence and ability. Sports coaches to provide lesson plans for the lessons they support. PE leader to regularly monitor the quality of teaching and learning in all PE lessons. PE subject leader to meet with a broad range of pupils to talk about their PE lessons and to ascertain their knowledge and understanding of the subject. Run-a-mile to be embedded in order for the school to be able to monitor children's fitness and well-being. Use of the PE Hub to aid and delivering lessons.	lessons (Additional Lessons due to Covid 8 lessons) £7,090 PE Hub Planning Subscription £525	they did not know before as the lesson plans have planned in a learning journey where skills are built on throughout the pupil's time at	understanding of the strengths and quality of teaching across the school through questioning. -Teaching staff to become more confident and able to deliver whole class PE lessons through resources provided and through CPD. Therefore, children's knowledge will improve and children will become more confident in competing in games. -Tangible resources to be provided to help teaching staff have the confidence to teach and having the correct resources to teach the children with. -Monitor lessons for quality of teaching -PowerPoints, display cards and vocabulary to be provided to staff to confidently provide good teaching lessons. -Clear Learning Objectives provided for children and staff to follow. -Progression document















				build on their skills and knowledge in each physical area Vocabulary placed on display to broaden children's knowledge of PE specific words.
Key indicator 4: Broader experience of	f a range of sports and activities offe	red to all pupils		Percentage of total allocation:
				57%
Intent	Implementation		Impact	
what you want the pupils to know	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:
resilience and curiosity.	clubs, free of charge, across the school. * PE leader to liaise with SGO to ensure where possible clubs link to competitions.* Sports coach employed to		School Club. Competitions have been hosted this year for all to access. We have attended 35 after school competitions Pupils are becoming role models to the school by showing their Life Skills when participating against other	Sport coach to continue to provide termly plans and activities for after school provision. -Continue to provide a broad range of after-school activities for all abilities -Attend as many SGO activities as possible. -Create a list of local clubs that children can attend to further their love for sport and their skills













and their skills		













Key indicator 5: Increased participation	on in competitive sport			Percentage of total allocation:
				43%
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:
Children to increase fine motor skills in games. Children to enjoy doing sports and to follow up with external clubs	Fine motor skills focus in KS1 through the PE Hub planning. Classes have experienced Tennis and Cricket at external secondary school.	fees are outlined above	rose to 305 children from 189 children the previous year. There has been an increase of 32 competitions children have competed in	
Children to have an increased knowledge of sports				Continue to attend interschool competitions.

Signed off by	
Head Teacher:	Sally-Ann Roberts
Date:	22.07.2021
Subject Leader:	Mitchell Dunbar
Date:	22.07.2021
Governor:	Margaret Andrew
Date:	15.09.2021









