

# 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>.

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

T. I	
Total amount carried over from 2019/20	f0
Total amount allocated for 2020/21	£0
How much (if any) do you intend to carry over from this total fund into 2020/21?	£0
Total amount allocated for 2021/22	£17,800
Total amount of funding for 2021/22. To be spent and reported on by 31st July 2022.	£17,800

## **Swimming Data**

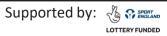
Please report on your Swimming Data below.

Meeting national curriculum requirements for swimming and water safety.	N/A
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?	NA
<b>N.B.</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	
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	NA
What percentage of your current Year 6 cohort perform safe self-rescue in different water-based situations?	NA
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**

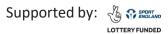
Capture your intended annual spend against the 5 key indicators. Clarify the success criteria and evidence of impact that you intend to measure to evaluate for pupils today and for the future.

Academic Year: 2021/22	Total fund allocated: 17,800	Date Updated: July 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				
primary school pupils undertake at le	east 30 minutes of physical activity a C	aay 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:	
To provide all children with extra allocated time to improve fitness out of PE lessons. One example being, the daily mile.	Children were able to take part in a daily mile with their class teacher.  Some equipment will be bought to make the daily mile more exciting e.g skipping ropes etc	£150	Children have a strong understanding on how important it is to move your body for a minimum of 30 minutes a day in school. They all feel more confident as their fitness level has improved.	To ensure that this continues during the following academic year.	
<b>Key indicator 2:</b> The profile of PESSPA	A being raised across the school as a t	ool for whole sch	nool improvement	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:	













playground equipment, to further develop their PE skills and gross motor skills.	It is important to have a variety of playground equipment for children to use to develop their sporting skills outside of PE lessons too, this also allows them to try different equipment and see what they enjoy themselves and what they need to improve on.	£1000	play with all the new playground equipment. It ensured that children were staying active during playtime and were excited to play with different equipment. This also allowed them to feel more confident and engaged during PE, if we were using the	To ensure that anything that is broken or starting to look like it will, is replenished for the following year.  Children's voice - to ask children what new equipment they would like to play with at play time and what they would like to try.
equipment to allow teachers to follow	what equipment is needed to support	£2500	lessons using all equipment they needed to allow children to reach	PE lead to look through equipment regularly to see if anything needs to be replenished.

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:













School buy in into BPSS - This is develop their subject knowledge. Confidence. This is to also pass on to other members of staff so that they feel confident treaching PE too.   School buy in into BPSS - This is develop their subject knowledge. PE too.   Feed and CPD courses throughout the academic year.   Feed (#450 - Membership)   (#500 - Cost of confident in their subject knowledge. PE tead them support talf in school to feel confident in the children as they were receiving high quality PE lessons.   Feed (#500 - Cost of confident in the children as they were receiving high quality PE lessons.   Feed (#500 - Cost of confident in the children as they were receiving high quality PE lessons.   Feed (#500 - Cost of confident in the children as they were receiving high quality PE lessons.   Feed (#500 - Cost of confident in the children as they were receiving high quality PE lessons.   Feed (#500 - Cost of confident in the children as they were receiving high quality PE lessons.   Feed (#500 - Cost of confident in the children as they were receiving high quality PE lessons.   Feed (#500 - Cost of confident in the children as they were receiving high quality PE lessons.   Feed (#500 - Cost of confident in the children as they were receiving high quality PE lessons.   Feed (#500 - Cost of confident in the children as they were receiving high quality PE lessons.   Feed (#500 - Cost of confident in the children as they were receiving high quality PE lessons.   Feed (#500 - Cost of confident in the children as they were receiving high quality PE lessons.   Feed (#500 - Cost of		1	T	T	
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PE.   and are able to continue this during find PE more challenging.   Percentage of total allocation:		develop their confidence teaching	£7800		
Percentage of total allocation:   Implementation   Impact	lesson	PE.			find PE more challenging.
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  Implementation Impact  Funding allocated: Evidence of impact: what do pupils now know and what can they now do? What has changed?:  Sustainability and suggested pupils now know and what can they now do? What has changed?:	Voy indicator As Droader experience of	for range of sports and activities offe	rod to all nunils	playtime to keep children active.	Derechters of total allegations
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: pupils now know and what can they now do? What has changed?:  Funding allocated: pupils now know and what can they now do? What has changed?:	<b>Rey indicator 4:</b> Broader experience of	i a range of sports and activities offe	red to all pupils		refrentage of total allocation:
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: pupils now know and what can they now do? What has changed?:  Sustainability and suggested next steps:					
what you want the pupils to know and be able to do and about what they need to learn and to achieve are linked to your intentions:  achieve are linked to your allocated: pupils now know and what can they now do? What has changed?:	Intent	Implementation		Impact	
what you want the pupils to know and be able to do and about what they need to learn and to achieve are linked to your intentions:  achieve are linked to your allocated: pupils now know and what can they now do? What has changed?:	Your school focus should be clear	Make sure your actions to	Funding	Evidence of impact: what do	Sustainability and suggested
and be able to do and about intentions: can they now do? What has what they need to learn and to changed?:		•	_	· ·	, , ,
what they need to learn and to changed?:	1 ' '	•		1	·
, , , , , , , , , , , , , , , , , , , ,	what they need to learn and to			_	
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opportunity to attend after school sports club.	PP children to attend after school sports club to broaden their extra curricular activities and their cultural capital	11230	To be continued for the next academic year.
Children to have the opportunity to attend PE trips. These are aimed towards children who are SEN, PP and WT in PE.	Children to attend PE trips throughout the year and have those extra experiences out of the classroom.	£3500	To be continued for the next academic year.













Key indicator 5: Increased participation	n 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:
Children to have the opportunity to attend PE trips. These are aimed towards children who are SEN, PP and WT in PE.	Children to attend PE trips throughout the year and have those extra experiences out of the classroom.	cost of trips	Children from all different backgrounds feel more confident and more engaged with PE after attending these trips. Especially those which are tailored to those with SEN.	To be continued for the next academic year.

Signed off by	
Head Teacher:	Brenda McCafferty
Date:	July 2021
Subject Leader:	Aimee Epstein
Date:	July 2021
Governor:	Jenny Catley
Date:	July 2021











