

Evidencing the impact of the Primary PE and sport premium

Website Reporting Tool

Revised May 2021



Commissioned by the
Department for Education

Created by



It is important that your grant is used effectively and based on school need. The [Education Inspection Framework](#) (Ofsted 2019 p64) 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 criteria](#) (p41) inspectors consider the extent to which schools can articulate their curriculum (INTENT), construct their curriculum (IMPLEMENTATION) and demonstrate the outcomes which result (IMPACT).

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:

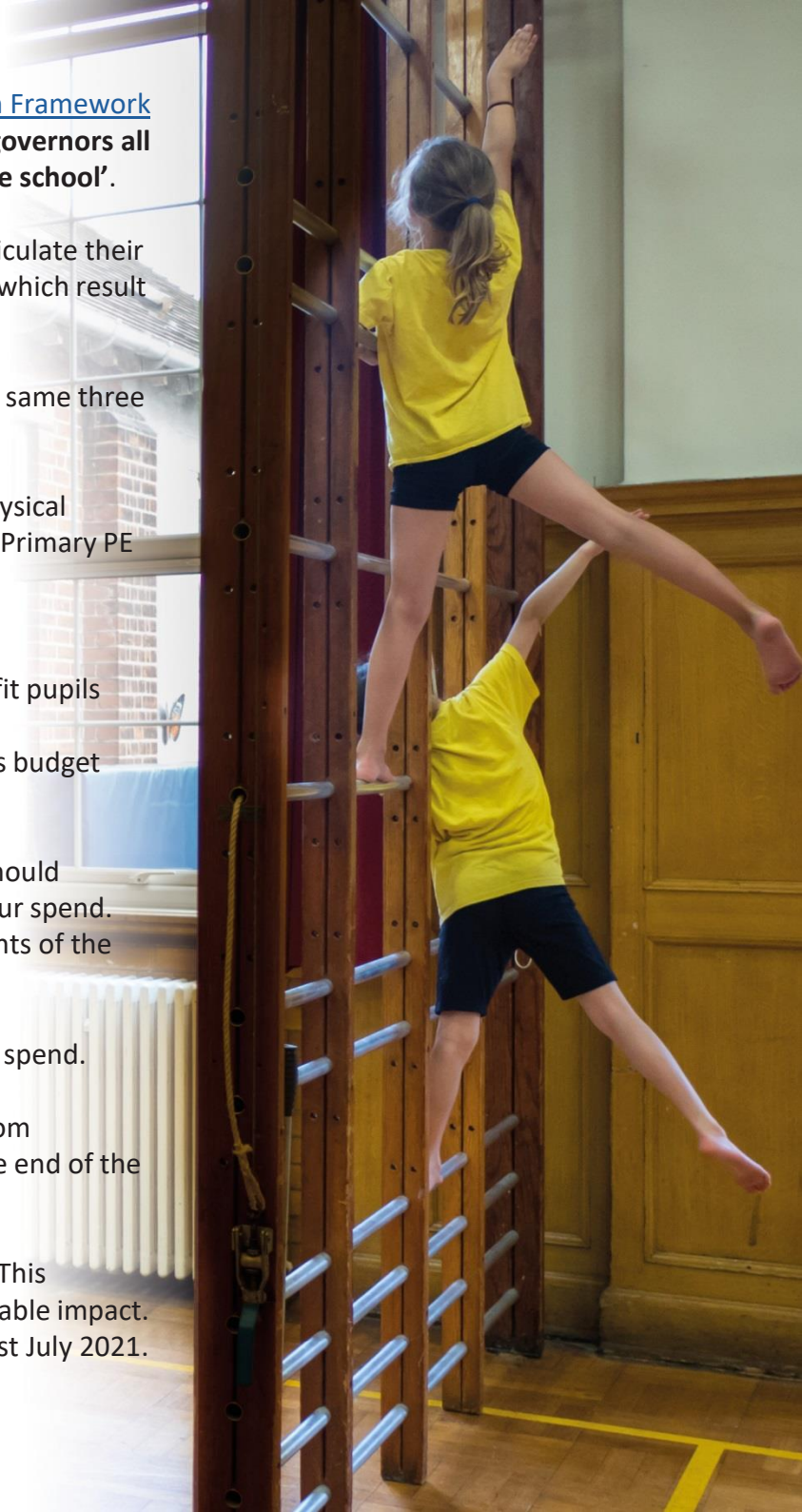
- Develop or add to the PESSPA activities that your school already offer
- Build capacity and capability within the school to ensure that improvements made now will benefit pupils joining the school in future years
- The Primary PE and sport premium should not be used to fund capital spend projects; the school’s budget should fund these.

Please visit gov.uk 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 by the end of the summer term or by **31st July 2021** at the latest.

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](#).



Support for review and reflection - considering the 5 key indicators from DfE, what development needs are a priority for your setting and your pupils now and why? Use the space below to reflect on previous spend and key achievements and areas for development.

Please note: Although there has been considerable disruption in 2020 it is important that you publish details on your website of how you spend the funding - this is a legal requirement.

N.B. In this section you should refer to any adjustments you might have made due to Covid-19 and how these will influence further improvement.

Key achievements to date until July 2022:	Areas for further improvement and baseline evidence of need:
<ul style="list-style-type: none"> • Pupil leadership reinstated once bubbles had removed. • Increased team play and exposure to friendly and competitive sports. • Playground resources provided to help with active play and build-up social skills. 	<ul style="list-style-type: none"> • Redesign of indoor and outdoor activity use while new school is being rebuilt. • Continue with pupil leadership and voice for active play and modelling positive sporting and social qualities. • Catch-up on swimming attainment which has lapsed due to Covid. • Expand out of school provision and physical literacy. Specifically, the bottom 20%, SEND and less confident children.

Did you carry forward an underspend from 2021-22 academic year into the current academic year?

YES

Total amount carried forward from 2020/2021 £3874

+ Total amount for this academic year 2021/2022 £987 (20.9%)

= Total to be spent by 31st July 2022

<p>Meeting national curriculum requirements for swimming and water safety.</p> <p>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 transfer to the pool when school swimming restarts.</p> <p>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.</p>	<p>Swimming has been reinstated post covid but it did start with lower numbers in pools which has had an impact on confidence and number of children swimming.</p>
<p>What percentage of your current Year 6 cohort swim competently, confidently and proficiently over a distance of at least 25 metres?</p> <p>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 2022.</p> <p>Please see note above.</p>	<p>05 Jul survey 62.5%</p>
<p>What percentage of your current Year 6 cohort use a range of strokes effectively [for example, front crawl, backstroke and breaststroke]?</p> <p>Please see note above.</p>	<p>73%</p>
<p>What percentage of your current Year 6 cohort perform safe self-rescue in different water-based situations?</p>	<p>73%</p>
<p>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?</p>	<p>Yes, an amount of £6000 (24%) has been earmarked for September to provide additional coaching and transport.</p>

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: £		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:
					%
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?
<ul style="list-style-type: none"> • Provide opportunities for 30:30 • To understand the importance of being physically active and the links to positive mental wellbeing. • Build on 'Beat the Street' incentive to encourage leave the house and the car to be healthy as a family. 		<ul style="list-style-type: none"> • To vary the implementation of the daily mile to suit the child's needs and encourage personal challenge. • 30:30 is timetabled throughout the day (including active brain breaks and motor skills). • Provide opportunities for children to see their progression, encourage challenge and evaluate the effect. • Use pedestrian and bikeability to promote street awareness while out on foot or wheels. • To give the children a taste of what's on their doorsteps. 		1497	<ul style="list-style-type: none"> • Increase physical activity. • Chn ready to learn and focused with improved transitions. • Chn will identify the impact of activity on their well-being (both physically and mentally) from P.E, active plays and quick brain breaks. • Chn will be more confident and aware while walking or on a bike. • Self-reflection, identify and take ownership of their growth and development.
					<ul style="list-style-type: none"> • Self-sustainable • Continuous CPD and collaborative links. • Individual improvement self-targets by chn to see development. • 24547
Key indicator 2: The profile of PESSPA being raised across the school as a tool for whole school improvement					Percentage of total allocation:
					%
Intent		Implementation		Impact	
					8%

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:
<ul style="list-style-type: none"> To upskill staff on their knowledge and implementation of effective practise across the curriculum using PESSPA and associated resources. Inspire achievement in sport at all levels. Develop transferrable skills through sports and play. 	<ul style="list-style-type: none"> Ensure that Big Idea curricular planning has a sporting link where appropriate. Use sporting key events to inspire whole school engagement and increase awareness of monumental events and opportunities. Inspiration via athletes and sporting role models. I do, you do approach and peer support. Use of prior pupils for sporting training clubs and events (with staff to support). 	£2000	<ul style="list-style-type: none"> Staff understand the progression of skills of children and the differentiation of resources (linked to age and skill). Effective teaching and assessment. Chn are educated in positive sporting role models and the future pathways that are available for them. Chn are using skills taught in a variety of sports. Chn identify their progress and have a increased knowledge of a healthy lifestyle and attitude. 	<ul style="list-style-type: none"> Adaptable curriculum to use current resources and replenish as needed. To develop a sense of self-belief and confidence with children who will relish challenges. Identify extra curriculum sporting clubs (in and around the local area). Provide a progressive pathway to sporting festivals and competitions.

Key indicator 3: Increased confidence, knowledge, and skills of all staff in teaching PE and sport				Percentage of total allocation:
				%
Intent	Implementation		Impact	6.1%
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:

<ul style="list-style-type: none"> • Raise confidence of staff to teach P.E outside • Adapt teaching to conditions • Ensure P.E app is completed 	<ul style="list-style-type: none"> • Support and guidance for staff • Modelling specific skills to staff • Mentor new staff • Staff instructed on how to update assessment app 	£1500	<ul style="list-style-type: none"> • Chn better skilled due to more proficient and confident teaching • Chn more content and resilient to being outside • Becoming more engaged in active play 	<ul style="list-style-type: none"> • Use of assessment app to inform and implement interventions. • Introduce a larger P.E team to support needs
Key indicator 4: Broader experience of a range of sports and activities offered to all pupils				Percentage of total allocation:
				%
Intent	Implementation		Impact	20.6%
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:
<p>Additional achievements:</p> <ul style="list-style-type: none"> • To provide confidence to participate in a range of sports. • To explore positive role models; what makes them successful and their sporting career. • Opportunities via local and wider events. • Provide a new sport to encourage less active group. • Continue to develop pupil leadership 	<ul style="list-style-type: none"> • Sports' Partnership activities, such as: tennis, athletics and cricket. • Play Leaders to run lunchtime clubs based on different sports differentiated to suit ages. • Mini Baseball leagues • Active sessions too be led by Play Leaders which have been modelled by staff. 	<p>£3000 £150 (<i>cricket</i>) £2000 (<i>playground resources</i>)</p>	<ul style="list-style-type: none"> • Continuity in curriculum • Positive approach to sporting activities and more energy. • Competitive opportunity to win / lose allowing resilience to develop • More engagement in active play, wanting to participate and self-belief • Confident Play Leaders and feedback through pupil voice on preference of sport. 	<ul style="list-style-type: none"> • Biking skills adapted and built on to suit age (bikeability for UKS2 and balance bikes for younger chn). • Look for small stock of bikes to help children continue with biking skills • School Staff, 4:4:2, and sessions funded for Summer Club (Carsons) • Research different clubs to give active assembly or taster session to provide wider opportunities

Key indicator 5: Increased participation in competitive sport				Percentage of total allocation:
				%
Intent	Implementation		Impact	33.7% <i>Sports' partnership as per KI 4</i>
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:
<ul style="list-style-type: none"> To promote and engage in competitions within inter and intra school's events. To provide a progression path to develop skills and improve confidence for children. To promote School Games values to develop a well-rounded sportsperson. To enable children to take their sporting interests outside the school. To make children develop a sense of pride and belonging from being part of a team. 	<ul style="list-style-type: none"> House competitions End of topic competitions and celebration of progress. intra school competitions Use of current local and world events to motivate and inspire via assemblies, events, and media. Display events, feedback of partnership events. Use people feedback and voice to encourage others and share their experience. Use of digital means and social media to present opportunities to compete and be challenged. To ensure kit is up to standard, shows School family and the values behind it. 	£3000 <i>(Sports' partnership as per KI 4)</i> £4000 <i>Transport (excluding swimming)</i> £200 <i>(purchase of awards)</i> £1200 <i>(purchase of kit)</i>	<ul style="list-style-type: none"> Continuing the development of resilience Improved tolerance, mutual respect and teamwork Competitive opportunity to win / lose and develop a growth mindset Children to take on a reflective look at their performance and path. see and build-on their personal best. More enrolment in outside sporting clubs. A rounded citizen with an understanding of their local community and a sense of belonging. 	<ul style="list-style-type: none"> External clubs' engagement to access wider range of competitions. Sporting training along with festivals and competitions Awards based on School/Games values Role modelling of positive attitudes and behaviour that instinctively passes to others.

Signed off by	
Head Teacher:	Lonia Krywicznanin (Deputy Headteacher)
Date:	30-07-22

Subject Leader:	Sharon Garratt & Clarissa Johnson
Date:	30-07-22
Governor:	
Date:	