Evidencing the impact of the Primary PE and sport premium

Website Reporting Tool Revised July 2021

Commissioned by

mille

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 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 <u>gov.uk</u> 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 yours pend. Df Eencourages schools to use this template as an effective way of meeting the reporting requirements of the Primary PE and sport premium.

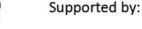
We recommend you start by reflecting on the impact of current provision and reviewing the previous spend.

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>.







Total amount allocated for 2020/21	£ 20523
How much (if any) do you intend to carry over from this total fund into 2021/22?	£11940
Total amount allocated for 2021/22	£ 16510
Total amount of funding for 2021/22. To be spent and reported on by 31st July 2022.	£ 28450

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?	100%
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]?	100%
Please see note above	
What percentage of your current Year 6 cohort perform safe self-rescue in different water-based situations?	100%
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



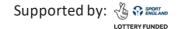
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Action Plan and Budget Tracking

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>a</u> primary school pupils undertake at le	Percentage of total allocation: 55%			
Intent	Implementation /actions to achieve		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:
All classes to continue to participate in 120 mins of National Curriculum PE per week. Sports Crew and young leaders to deliver active play at lunchtimes. Set up lunchtime play boxes to encourage active play.	Continue to offer the full range of sports from the NC. Multi skills young leader training due by Nov 21 – yr5/6 to support development of skills for other year groups.	£24452.00		
Den building and forest school activities to run. Bikeability/active travel to school to	Weekly timetable of lunchtime activities to be available. Register of those attending to be completed. Monitoring of additional equipment needed.		Outdoor PE room for yoga, dance and indoor PE lessons. Also used for lunchtime dance clubs.	high quality PE to continue. PE coordinator to oversee teaching of PE through monitoring and observations.
promote further active time.	Den building/forest schools' activities to be timetabled for all year groups.		Range of daily activities (including dance, multi skills, basketball, football, parachute games) run by Sports Crew, strong engagement across year	Sports Crew to continue to deliver wide range of lunchtime activities based on children's voice. Ensure range of active play equipment is on offer







S	romote active travel through chool Council as part of healthy festyles.	groups. Active play boxes set up and refreshed throughout year to ensure wide range of equipment available. Children able to choose and develop their own games using resources available. Den building and forest school resources available and used during drier months. Good uptake. Bikeability for year 5 took place, walk to school week showed greater number of children walking each day.	room is used daily for
			Playground markings to encourage active play games.
Key indicator 2: The profile of PESSPA be	eing raised across the school as a tool for v	whole school improvement	Percentage of total allocation: 8%
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:
Membership of School games Organisation (IPSSA) Maintain physical education as an inherent part of the school ethos and encourage children to make healthy lifestyle choices. Set up lunchtime football club for girls to encourage participation. To use physical education to suppor the school vision for our children to be confident individuals, successful learners and responsible citizens.	All KS2 pupils to be offered the opportunity to participate in events run by IPSSA on a belong, develop, compete basis. Use of active heatmaps to identify areas where activity needs to be increased. Participate in virtual events and intra-competitions including girls' football. Training to be completed by PE lead to support girls' football. To ensure physical education/healthy lifestyles runs through all aspects of school life.	£3571.16	 skills training for years 5 and 6 and activity passports to monitor external active sessions. PE part of school assembly, linked to Olympic and School Games values. Options to decide which activity to be run each half term by Sports Crew. PE coordinator had Disney Shooting Stars training to engage girls further in September. Children used the multi skills training across the school to show confidence, responsibility and success in line with the school vision when delivering the 	School Games. PE coordinator to monitor activity in clubs outside of school, set up own activity passport programme to monitor levels of activity outside the school day. Build on from Commonwealth Games. Multi skills games in place to ensure consistent use in Autumn term. To be used for active playtimes run by years 5/6. To use active heatmaps to see if activity levels in class have increased. PE coordinator to support girls football club at lunchtimes, using sports crew to support and engage.



Key indicator 3: Increased confidence	e, knowledge and skills of all staff in t	eaching PE and	sport	Percentage of total allocation:
				13%
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:
Staff CPD Resources bought to support high quality teaching Monitor physical development in EYFS.	Use of sports coach to deliver CPD across a range of sports. Discuss staff needs for CPD. Ensure appropriate resources are available for all sports. PE lead to speak with early years staff to ensure ELG are met.	£5715.85	PE coordinator attended various training sessions including active teaching and shooting stars. Outdoor classroom enabled full range of PE to take place including small group work to develop motor skills. Equipment purchased to support ELG	Provide further opportunities for staff to engage with CPD. Training for new OAA resource due 15/9/22 Sports coach to lead active play at lunchtimes alongside support staff to then deliver a other times. New recording of progression of skills in EYFS to be set up to aid monitoring. Revisit audit of resources to ensure a full range of additional equipment available.
Key indicator 4: Broader experience	of a range of sports and activities offe	ered to all pupil	S	Percentage of total allocation
				1%
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:





ITFC enrichment days/taster sessions	additional sports delivered by	£474.73	Activity week encouraged participation in new sports such as	
to be used termly to cover broad range of sports Chance to Shine program to be utilised. Activity weeks/residential visits to continue.	sports coach or external providers. Activity week for years 5/6 to take place. Year 4 sleepover to also take place.	cross curricular	sailing, skateboarding and scootering. NCFC supported with handball and multi skills. All children got to try skateboarding in school. Several children reported to going to the skate park since. Year 4 sleepover and activity event forged teamwork across partner school, also included trust and confidence games. New range of sports accessed during Jubilee day event, which linked activities to CWGs. Years 3/4 took part in multi skills	alongside staff. Engage with the Chance to Shine program Develop nurture area in school to include focus on fine motor skills activities and active engagement Residential week booked for
			festival held at local high school.	





Key indicator 5: Increased participation	n in competitive sport			Percentage of total allocation:
				2.5%
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:
Membership of School games Organisation (IPSSA) All KS2 pupils to be offered the chance to take part in events run by IPSSA. All years to participate in virtual events. Events to be entered on Belong, Develop, Compete basis. Sports leaders to support training for events Local events to be organised with	All KS2 pupils to have the opportunity to participate in events run by IPSSA. All to participate in virtual events and intra competitions in accordance with Covid 19 guidance. Local competitive events to be held to engage participation of all children.	£1075.00	Membership of School Games renewed. Children able to take part in a range of events under the belong, develop and compete basis to ensure all children could take part. Teams entered across the federation to enable all children to take part. Sports leaders led training for basketball and dodgeball events.	tournaments and events on belong, develop and compete basis to ensure as many
federation school School sports day to promote team cooperation and participation			Local events attended at nearby high schools, jointly with federation school in mixed teams. Jubilee day was a federation event that included some Commonwealth Games style activities. Activity week was jointly attended. Feedback was positive from sports day, year 6 and sports crew supported event and teams. Full	events. Set up events with Copdock and Stratford St Mary to have mini tournaments to embed taught skills at end of each uni of work. Maintain links with high schoo and engage in festivals.









	included.	of passion, self-belief, respect, teamwork, determination and honesty

Signed off by	
Head Teacher:	Joanne Austin
Date:	30-7-22
Subject Leader:	Wendy Windmill
Date:	22/7/22
Governor:	Simon Hurst
Date:	30-7-22



