

# 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 **Quality of Education** 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.** 

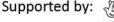
We recommend regularly updating the table and publishing it on your website throughout the year. This evidences your ongoing self-evaluation of how you are using the funding to secure maximum, sustainable impact. Final copy must be posted on your website by the end of the academic year and no later than 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.

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**

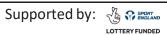
Please report on your Swimming Data below.

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?	41%
<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 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	71%
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 <b>over and above</b> the national curriculum requirements. Have you used it in this way?	Yes/ <mark>No</mark>













### **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.

Key achievements to date until July 2021	Areas for further improvement and baseline evidence of need:
Whole school progressive curriculum – REAL PE, IMOVES and gymnastics (LINKS) introduced  Wider opportunities offered to chdn through participation in Qualitas sports programme	Assessment of PE to be implemented alongside the new scheme  To raise the profile of physical activity, increase the amount of time the children are active throughout the school day  Embed the role of LINKS school partnership and Kixx











Academic Year: 2021/22	<b>Total fund allocated:</b> see separate Sports Premium document	Date Updated:	Dec 21	
Key indicator 1: Engagement of all pu	upils in regular physical activity			
Intent	Implementation		Impact	
skills to help lead a healthy and sporting exercise lifestyle. Give them a positive image of what it means to be active so they can pursue sport and	Encourage the use of Imoves, Just doutdoor space to ensure pupils are a active minutes a day outside of PE and Discuss the option of this being time staff to ensure coverage.  Each child to receive two hours PE pupithe new PE curriculum.  The children encouraged to take part time activities with the emphasis to cactive games.	accessing 30 nd breaktimes.  etabled with  er week using  in OPAL play	Pupils can confidently discuss the importance on PA and identify how they are encouraged to be PA in class on a daily basis.  PE Physical Assessment document completed to coincide with curriculum map.	Develop the PE Curriculum further, with scheme of works for a variety of game types.  Set up leaders at dinner times to create games and activities for other children.
	Maintain wake up shake up programi before the everyday at school.	me completed		other children.
<b>Key indicator 2:</b> The profile of PESSPA	Key indicator 2: The profile of PESSPA being raised across the school as a tool for whole school improvement			
Intent	Implementation		Impact	
To update website with PE information including info about curriculum and sporting events	Update termly with photos and infor	mation	Parents to use website as a source of information for PE curriculum	











Plan for regular staff meetings with a PE focus (at least one a term) to help raise the profile of PE and PA across the school.	Staff meetings to assist staff in the delivery of high quality PE lessons  Autumn term- REAL PE team teaching and twilight	All staff to feel confident and capable with the delivery of PE lessons and physical activity within class.	
Encourage high achievers to become role moles and sport activators for the	- Train the Year 5/6"s up to complete the PlayMaker Leadership Qualitas??.	' ' ' ' ' ' ' ' ' ' ' ' ' ' ' ' ' ' '	school that we can refer
schools to encourage active break- times and become mentors to young children.	- Arrange 3 PE and Sport Celebration assemblies per academic year to boost the profile of PE	Document all school PE and	children to in order to get more children involved in sport outside of school.
PE and Sport specific celebration assemblies to encourage a health	across the whole school.  Create a PE and Sports board to encourage children	Sport stars of the term and attached them to the sports board.	Create letter for parents "Has shown promise in this area in
lifestyle and positive image of PE and its impact across school.	to read and sporting activities that are happening around school, as well as celebrating the school sporting success stories.		PE and this is their local centre for this" create a pathway.
Encourage children to take part in the after-school clubs and join external clubs to maintain and develop new PE skills.		and opportunities for the children.	













Intent	Implementation	Impact
New PE curriculum to become embedded across all year groups	Embed schemes – fundamentals (REAL PE) and gymnastics	PE lessons are taught using a consistent scheme across school, that delivers a clear progression oskills, building and extended on previous learning.
	Imoves to be used to teach dance in each year group  Lesson observations Summer term	Two PE lessons per week are taught consistently across school
		Imoves units used to facilitate the teaching of a progressive dance scheme that links into wider units of work
PE subject lead to discuss PE with the pupils using the same structure for the conversation (three strengths and three wishes) Appreciative enquiry	Timetable discussions with pupils about PE. These discussions will focus on three strengths of the subject and three wishes for moving the subject forward.  Share the outcomes of these discussions with staff and implement identified actions into improvement plans moving forward	Pupils views reflected in the planned improvements for the subject











To introduce an assessment framework for the skills taught within PE lessons	Introduce an assessment framework that fits with the new scheme (REAL PE)- Kristina to return from real pe for a staff meeting early in the spring term  Implement Qualitas assessment for units taught in KS2  Implement Kixx assessment for units taught in KS1	Skill are assessed and gaps identified for specific groups of children. Gaps to be addressed through target groups/interventions (lunchtimes)	
CPD- to build on training from last year  REAL PE team teach and twilight Autumn term (5/10/21)	Audit of skills to highlight staff areas of development-outcomes to be included in long term plans for the year	Confidence levels in staff are increased and children receive high quality PE lessons	
Book in Links to Team Teach with Y2 6 half days. Spring 1??	Children and staff get 'expert led' teaching of lessons across a half term.	Confidence levels in staff are increased and children receive high quality PE lessons.	Wait for Megan to confirm availability of days and get booked in.
All staff aware of LTP and Qualitas Curriculum.  All staff aware of REAL PE curriculum (staff twilight on assessment Jan)	Staff to be talked through the qualitas PE curriculum and assessment tool. The criteria for each year group is apparent and all staff are aware of what children are learning.	Confidence levels in staff are increased and children receive high quality PE lessons, all children are being monitored and assessed from the same framework.	
Key indicator 4: Broader experience o	f a range of sports and activities offered to all pupils		
Intent	Implementation	Impact	
Whole school tracking document to be used to monitor participation in extracurricular activities and	Excel spreadsheet that identifies who takes part in clubs and events. Inactive children to be identified and targeted through focussed lunch/after school	Data to be collated showing the percentage of children who take part in extracurricular and	















competitive sports	clubs	competitive sport activities for	
		each year group	
		Inactive children identified and	
		targeted	
Wider opportunities to be provided through ASC linked to school games competitions and ideas from the chdn		Chdn access a range of opportunities through ASC provision	
	for Y5/6 children and half day taster session for Y2.	Children become aware of the body and the impact health and fitness has on being physically and mentally fit.	













Intent	Implementation	Impact	
To increase the amount of children taking part in competitive sporting events led by Qualitas and LINKS  To increase the participation in ASC offered by Qualitas  Cheerleading club Autumn 1 2021 FULL (20 pupils)	Yearly overview to be shared with staff identifying dates of sports events  Increased notice of dates to be given to parents  Continue to raise the profile of those who have attended in award assemblies, newsletters etc  Weekly certificate for each class on newsletter	More children attend sports events  Further information to be provided to parents about the events- increased notice of dates and follow up information after the events	Sustainability and suggested
Football ASC Full 20 Kids  Gymnastics ASC Full KS1 20 Kids		Increased enthusiasm around participation in sport events	

Signed off by	
Head Teacher:	S Eady
Date:	
Subject Leader:	L Darrington
Date:	
Governor:	
Date:	











