

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.

Total amount carried over from 2021/22	£0
Total amount allocated for 2022/23	£ 19,600
How much (if any) do you intend to carry over from this total fund into 2022/23?	£5,388
Total amount allocated for 2021/22	£19,600
Total amount of funding for 2021/22. To be spent and reported on by 31st July 2023.	£ 24,988

Swimming Data

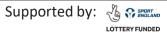
Please report on your Swimming Data below.

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? 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	46.7%
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	40%
What percentage of your current Year 6 cohort perform safe self-rescue in different water-based situations?	38.3%
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.













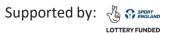
Action Plan and Budget Tracking

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: 2022/23	Total fund allocated:	Date Updated:		
Key indicator 1: The engagement of a	Percentage of total allocation:			
primary school pupils undertake at le	% 10			
Intent	Impleme	ntation	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 achieveare 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:
Sports coach sustain and embed the weekly mile across all year groups, more than once a week where possible.	into each year group's week, as to ensure completion, where possible	throughout the year. 30	Weekly mile implemented across school (Y1-6)	Prioritise use of healthy schools council to monitor how often and which year groups need prompting to continue in 2023/24.
To sustain a broad range of activities offered across the school. Where possible, interact with the local community to see what can be further offered.	community. Discuss traditional, new and	sports coach time to prep and coach delivery directed sessions part of coaching.		Sports lead to engage with the local community through a survey monkey/newsletter.
Sports coach to provide targeted activities for pupil premium children on a weekly basis. Sports lead to	Sports coach to review	Funding allocated for	Spring Term clubs PP uptake:	Sports coach to target PP children during morning sessions.











research percentage of uptake of disadvantaged pupils within ASC's.	percentage uptake by disadvantaged children.	deliver directed sessions (5x15 minute sessions per week for 38 weeks) £831	Y1&2 Dance – 5% of PP ch in Ys 1&2 attended. Y1&2 Dodgeball – 7.5% of PP ch in Ys 1&2 attended. Y3-6 Dodgeball – 12% of PP ch in Ys 3-6 attended. Y3&4 Multiskills – 22% of PP ch in Ys 3&4 attended. Y5&6 Gymnastics – 14% of PP ch in Ys 5&6 attended.	
Key indicator 2: The profile of PESSPA	A being raised across the scho	ool as a tool for whole sch	ool improvement	Percentage of total allocation:
				% 14
Intent	Impleme	ntation	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 achieveare 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:
pals into daily school routine through a structured timetable. Play pals to set up targeted activities on each playground.	each year group throughout the week offering additional targeted provision (following government guidelines).	pupils and monitor during lunchtimes and		Use Summer Term to train up Y5 PlayPals for 2023/24.
Sports lead to liaise with PSHE leader to discuss strategies to engage the	Sports coach to meet with PSHE leaders to workout sustained costs for Living Travel Tracker. Sports lead and PSHE lead to present			Use of healthy schools ambassadors to support keeping active in travelling to school.













costings to HT.		

Key indicator 3: Increased confidence	e, knowledge and skills of all staff in t	eaching PE and sp	port	Percentage of total allocation:
				47%
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:
Sports lead to work alongside sports coach to facilitate upskilling staff in their areas of development.	Sports lead and coach to teach alongside teaching staff. This could be team teaching, shadowing, coaching or observations.	Leadership time for auditing staff skills and collating information to provide CPD/coaching plans.	Sports coach supporting whole school staff with planning and resourcing PE lessons. Coaching ECT in his PE delivery through observations.	Sports coach to be utilised to team teach and coach during 2023/24.
Sports lead to create new display in PE areas to support language acquisition across the school. To be trialled 22/23.	Display supporting document in areas where PE is taught	Leadership time and with PE lead , Coach (£70) and curriculum lead.		Display completed in main hall. Staff to feedback on how effective this was in supporting scaffolding during lessons.
Sports lead to further support professional development, mentoring and appropriate training with current staff questionnaire due to new ECT's	Sports coach to work alongside teaching staff throughout team teaching, coaching opportunities and coaching plans if required.	Time to plan and coach sessions with staff £11673	Sports Coach supporting with ECTS.	Monitor use of PE passport.















Sports lead provide staff with professional development and appropriate training to allow staff to best support all attainment levels within their cohort.	Sports lead to design, deliver and support with further understanding a CPD opportunity supporting differentiation within PE.	school needs – at least 3 in house training sessions led by the PE lead – leadership time	CPD on use of PE passport and scaffolding and differentiation.	Monitoring to evaluate impact.
Key indicator 4: Broader experience of	of a range of sports and activities offe	ered to all pupils		Percentage of total allocation: 21%
Intent	Implementation		Impact	2170
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:
Additional achievements: Sports lead to drive initiative of leading active lessons within core subjects. Sports lead to liaise with curriculum lead, maths lead and English lead around strategies to support this.	Collaborate with core leaders from other subjects to best deliver/promote thematic learning. Deliver a CPD session based around thematic learning.	Leadership time of different leads to collaborate with PE lead in this delivery.		Trialling of kinetic letters handwriting scheme across EYFS in Summer Term and in to 2023-24.
Sports coach to sustain current diverse range of clubs offered to pupils. Created by: Physical Active Partnerships		time to prep and	Wider range of clubs implemented Spring Term – including aerobics, gymnastics, dance, football, dodgeball.	Continue to offer a wide range of clubs. Sports lead to reach out to the local community.

	Sports lead and coach to utilize	Additional		
	staff members and the local	external coaches		
The curriculum is designed to	community to lead clubs they are	to deliver		Continue to implement within
The curriculum is designed to provide a more and broadening	confident in leading.	gymnastics,	Community clubs (aerobics) and	2023/24.
variety of extra-curricular physical		street dance and	extended into community. Links	
activities before, during and after		relax kids.	with schools around the area for	
school. Where possible, engage with		Approx costing	festivals.	
the local community to see what can further be offered.		£2000		

Key indicator 5: Increased participation	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:	
Sports coach and lead to increase and actively encourage pupils participation in the School Games through entering into local leagues across a range of different sports through WASPS association.	Sports coach and lead to organise competition to target a range of abilities.	£2000	Wide range of competitions and festivals entered. Girls football – top of the league. Unified football for SEND pupils.		
Sports lead to organise more sport competition and tournament within the school and across MAT.	Register interest in traditional, new and alternative events Partake in events offering opportunities to a range of students including SEND	Allocated as part of Key indicator 1	MAT football competitions taken place.	MAT competitions to take priority in 2023/24.	























