

# 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 <u>under-spend from</u> 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** Sports funding is £16,000 & £10 per pupil £16,000 + (174 x £10) = £17, 740

| Total amount carried over from 2019/20  | £0       |
|---|----------|
| Total amount allocated for 2020/21  | £17,740  |
| How much (if any) do you intend to carry over from this total fund into 2021/22?    | £1400    |
| Total amount allocated for 2021/22  | £17, 740 |
| Total amount of funding for 2021/22. To be spent and reported on by 31st July 2022. | £19140   |

### **Swimming Data**

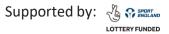
Please report on your Swimming Data below.

| 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 | Due to covid 19, the percentage of children who currently meet the standards in swimming are lower than expected. The figures below are based on the current Y6's swim time in Y5. To ensure continuity and provide time to improve on their skills and ability, the school swimming timetable has been amended so that Y5 go swimming in the summer term and again (as Y6) in the autumn term. More children will be given the opportunity to perform safe self rescue this term. |
|---|--|
| 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   | 30%  |













| 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   | 62% |
|---|-----|
| What percentage of your current Year 6 cohort perform safe self-rescue in different water-based situations?   | 30% |
| 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 |













### **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.

| Total fund allocated: Date Updated:   |   |  |   |
|---|---|--|---|
| <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  |   |  | Percentage of total allocation: 14%   |
| Implementation  |   | Impact   |   |
| Make sure your actions to achieve are linked to your intentions:  | Funding<br>allocated:<br>£3000  | Evidence of impact: what do pupils now know and what can they now do? What has changed?:   | Sustainability and suggested next steps:  |
| <ul> <li>Introduction of Active Mile, four times per week (150 pupils)</li> <li>Increase active play through play leaders at lunchtimes (150 pupils)</li> <li>Continue and develop the 30:30 challenge, with a focus on least active (150 pupils but targeted at least active 10%)</li> <li>All children to experience at least half a term of Forest School per year (150 pupils)</li> </ul> | HLTA time Subject Leader Release time Forest school leader and training time Resources  |  |   |
| being raised across the school as a t   | ool for whole sch   | nool improvement   | Percentage of total allocation:   |
| Implementation  |   | Impact   | 7%  |
|   | Implementation  Implementation  Make sure your actions to achieve are linked to your intentions:  Introduction of Active Mile, four times per week (150 pupils)  Increase active play through play leaders at lunchtimes (150 pupils)  Continue and develop the 30:30 challenge, with a focus on least active (150 pupils but targeted at least active 10%)  All children to experience at least half a term of Forest School per year (150 pupils) | Implementation  Make sure your actions to achieve are linked to your intentions:  Introduction of Active Mile, four times per week (150 pupils)  Increase active play through play leaders at lunchtimes (150 pupils)  Continue and develop the 30:30 challenge, with a focus on least active (150 pupils but targeted at least active 10%)  All children to experience at least half a term of Forest School per year (150 pupils)  being raised across the school as a tool for whole school a | Implementation   Impact   Evidence of impact: what do pupils now know and what can they now do? What has changed?:    Introduction of Active Mile, four times per week (150 pupils)   Increase active play through play leaders at lunchtimes (150 pupils)   Continue and develop the 30:30 challenge, with a focus on least active (150 pupils but targeted at least active 10%)   All children to experience at least half a term of Forest School per year (150 pupils)   Cheing raised across the school as a tool for whole school improvement |











| 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<br>allocated:<br>£1500          | Evidence of impact: what do pupils now know and what can they now do? What has changed?: | Sustainability and suggested next steps: |
|---|---|---|--|--|
| Children value the benefits of a healthy and active lifestyle. They enjoy sports activities and have opportunities to take part at a range of levels.       | <ul> <li>Continue and develop the 30:30 challenge</li> <li>Use Facebook updates and feature in newsletter to share children's participation and achievements</li> <li>Weekly Sports Awards are presented in assembly (parents invited to attend)</li> <li>Termly Sports Day to raise profile of developing skills.</li> </ul> | HLTA time Subject leader time Resources |  |  |
| Key indicator 3: Increased confidence   | · · · · · · · · · · · · · · · · · · ·   | aching PE and sp                        | ort  | Percentage of total allocation:          |
|   |   |   |  | 47%                                      |
| Intent  | Implementation  |   | _  |  |
| 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  | Funding<br>allocated:<br>£10,000        | Evidence of impact: what do pupils now know and what can they now do? What has changed?: | Sustainability and suggested next steps: |









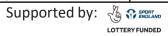




|  | Specialist dance teacher to<br>deliver lessons to each class<br>over the course of the year  |   |  |  |
|--|--|---|--|--|
| <b>Key indicator 4:</b> Broader experience o   |  | red to all pupils   |  | Percentage of total allocation: 23%      |
| Intent   | Implementation   |   | Impact   |  |
| 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<br>allocated:<br>£5000  | Evidence of impact: what do pupils now know and what can they now do? What has changed?: | Sustainability and suggested next steps: |
| Children have the opportunity to take part in a wide range of sports and activities within the school day as well as through extra-curricular opportunities. | <ul> <li>the local PE Sports         <ul> <li>Partnership</li> </ul> </li> <li>Subside Outdoor and             Adventurous activities             such as Y5 'Survival Day'</li> <li>Introduce swimming             lessons for Y2 &amp; Y3</li> </ul> | Sports partnership Visit costs Additional swimming costs Experience days After school clubs |  |  |











| Key indicator 5: Increased participatio   | n in competitive sport   |  |  | Percentage of total allocation           |
|---|--|--|--|--|
|   |  |  |  | 9%                                       |
| Intent  | Implementation   | 1  | 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<br>allocated:<br>£2000   | Evidence of impact: what do pupils now know and what can they now do? What has changed?: | Sustainability and suggested next steps: |
| Provide children with the confidence and opportunity to compete in sports at different levels.  | <ul> <li>Continue to subscribe to<br/>the local PE Sports<br/>Partnership</li> <li>Arrange / take part in a<br/>number of Inter-school<br/>competitions</li> <li>Introduce a termly school<br/>Sports Day</li> </ul> | Sports partnership (costed above) Additional HLTA time to facilitate competitive sport |  |  |

| Signed off by   |  |
|-----------------|--|
| Head Teacher:   | Catherine Matthewman                   |
| Date:           | 28.9.21                                |
| Subject Leader: | Catherine Matthewman/ Mandie Frankland |
| Date:           | 28.9.21                                |
| Governor:       | Andy Hatchwell                         |
| Date:           | 28.9.21                                |











