

# 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>.

Created by:















### **Details with regard to funding** Please complete the table below.

Total amount carried over from 2020/21	£0
Total amount allocated for 2020/21	£17,870
How much (if any) do you intend to carry over from this total fund into 2021/22?	£0
Total amount allocated for 2021/22	£17,870
Total amount of funding for 2021/22. To be spent and reported on by 31st July 2022.	£17,870

## **Swimming Data**

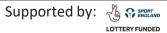
Please report on your Swimming Data below.

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	19/30=63%
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 2021.  Please see note above	This is lower than usual and a result of the impact of Covid pandemic and the closure of swimming pools.
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	18/30=60%
What percentage of your current Year 6 cohort perform safe self-rescue in different water-based situations?	19/30=63%
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**

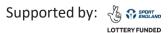
Capture your intended annual spend against the 5 key indicators. Clarify the success criteria and evidence of impact that you intend to measure to evaluate for pupils today and for the future.

Academic Year: 2021/22	Total fund allocated: £17,870	Date Updated: SEPTEMBER 2021		
Key indicator 1: The engagement of <u>all</u> pupils in regular physical activity – Chief Medical Officers guidelines recommend that			Percentage of total allocation:	
primary school pupils undertake at le	25%			
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:
To promote physical activity throughout the day to allow children to reach their 30 minutes of physical activity on all days at school	a) Employ a Sports Leader to lead lunchtime activities and support playground leaders.	£3,900	Lunchtime games include football, Basketball and cricket. An additional football session takes place each day on the field for boys and girls across all key stage 2.	
	<ul> <li>b) Purchase playground equipment to encourage physical activity play for all bubbles during break times.</li> </ul>	£250	Each class has their own bucket which contains bats, ball, hockey sticks, frisbees, variety of balls, quoits, skipping ropes	
<b>Key indicator 2:</b> The profile of PESSPA	A being raised across the school as a to	ool for whole sch	ool improvement	Percentage of total allocation:
				0%
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:













Information / promotion school's sporting events to parents and wider community to be maintained.	a)Weekly newsletter highlights all PE e.g competitive matches or activities/ festivals - share the results/sportsmanship etc School Twitter to be used to announce sporting events inside and outside of school and linked to other organisations School website - share the PE curriculum, photos Use teacher to parents app as a means of communicating events	Due to restrictions, there has been minimal opportunity for	Continue to tweet, include Sports news section in weekly newsletter to promote pupil achievements Leaflets sent via teacher to parents of local sporting events.
tool to encourage less enthused participants to take part. Focus on participant and improvement awards as	sharing photographs, naming children who has shone throughout the week /	Displayed in the hall, children are proud to be named.	

Key indicator 3: Increased confidence, knowledge and skills of all staff in teaching PE and sport			Percentage of total allocation:	
				43%
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:







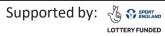




Staff confidence and competence in delivery of PE increases, meaning pupils experience higher quality lessons.  Sharing of best practice to improve current PE and Sport provision.  Ensuring staff taking children off-site are trained to at least and often above needed standard.	a) Fund a PE and School Sport Specialist to support curriculum and staff development. b) SLT to work alongside new specialist to develop a long term plan and PE assessment to be used across the whole school.	£7,800	MJ supports staff with planning and tracks progress of each child. Individual children can be identified as highly skilled or supported with different equipment, smaller targets etc	
Review Impact of current curriculum Intent and implementation which is displayed on website	Lead planned developmental lessons Bought a new PE scheme Get Set for PE which includes sequenced progression from EYFS to Yr 6.		Staff feedback includes the scheme supports with delivery of aspects they are less confident with. Staff also know what content has come before and what comes after	PE lead to continue to monitor standards and progression within PE lessons
<b>Key indicator 4:</b> Broader experience of	f a range of sports and activities offe	ered to all pupils		Percentage of total allocation:
			1	14%
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:
Ensure pupils have opportunities to participate in a wide range of sporting activities including games, dance and	All year groups to participate in different aspects of PE each half term - 2 lessons per week	£0	Half termly planning showing progression from year to year	Continue with varied approach to maximise pupil engagement
gymnastics	Four afterschool sports clubs offered each week with a different focus each half term to engage a range of children's interest.  Purchase resources to enable delivery of new sports - volleyball and futsbal	£3,900	Advent Term 1 Basketball Year 4-6 (18 children) Dodgeball Year 1-3 (25 children) Multi-sports Year 1-3 (25 children) Tag Rugby Year 4-6 (12 children) Advent Term 2 Basketball Year 4-6 (8 children) Gymnastics Year 1-3 (25 children) Basketball Year 1-3 (25 children) Dodgeball Year 4-6 (22 children)	Continue with varied approach to maximise pupil engagement











During Healthy Schools Fortnite,		Volleyball (Year 4-6) 17 pupils Volleyball (Year 1 -3) 25 pupils Futsal (Year 4-6) 16 pupils. Lent Term 2 Handball (Year 4-6) 10 pupils Dodgeball (Year 1 -3) 23 pupils Fitness (Year 1-3) 18 pupils Tennis (Year 4-6) 11 pupils. Pentecost Term 1 Boys football (Year 4-6) 16pupils Multiskills (Year 4-6) 25 pupils Fitness (Year 8 -2) 25 pupils Fitness (Year 8 -2) 25 pupils Girls Football (Year 4-6) 16pupils. Pentecost Term 2 Boys football (Year 4-6) 16pupils Girls Football (Year 3-6) 10 pupils. Pentecost Term 2 Boys football (Year 4-6) 25 pupils Girls Football (Year 4-6) 25 pupils Girls Football (Year 4-6) 16pupils Multiskills (Year 1 -3) 25 pupils Basketball (Year 4-6) 25 pupils Girls Football (Year 3-6) 10 pupils. All year groups had taekwondo
introduce children to new sports they can participate in outside of school. Life Education Van booked Contacted Martial Arts groups Embed Intra house competitions linked with newly established house teams and link in with Sports Days	£0	session and three children have joined the club outside of school All children in Key Stage1 and 2 had sessions with a sprinting coach  Mr Jessop has embedded these into his final PE session. All year groups took part in a Sports day representing their house with winning house receiving Sports Day shield,.











<b>Key indicator 5:</b> Increased participatio	n in competitive sport			Percentage of total allocation:
				15%
Intent	tent 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:
As many members of Key Stage 2 take part in competitive sport for the school  As many members of Key Stage 1 take	Re register for School Sports Games	£0	School has been awarded with School Games Gold Status	Ensure at least the same level of opportunity is offered during the next academic year.
part in festivals alongside other	Register with Rushcliffe School Sports Partnership	£730	Due to restrictions, there has been minimal opportunity for competitive sport against other schools but has started again this term. Children across Key Stage 2 are taking part in basketball and football matches, cricket and athletics competitions.	
	Provide transport to take children to events through links with Halls Travel	£1,000	This funding allows children to take part due to the majority of parents being unable to support with lifts and requirements of car seats.	•













Signed off by	
Head Teacher:	R Byrne
Date:	22.07.22
Subject Leader:	J.Greenwood
Date:	24.07.22
Governor:	G Whittle
Date:	25.07.22











