

# 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.** 

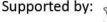
We recommend regularly updating the table and publishing it on your website throughout the year. This evidences your ongoing self-evaluation of how you are using the funding to secure maximum, sustainable impact. Final copy must be posted on your website by the end of the academic year and no later than 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 2019/20	£0
Total amount allocated for 2020/21	£18,030
How much (if any) do you intend to carry over from this total fund into 2021/22?	£0
Total amount allocated for 2021/22	£18,030
Total amount of funding for 2021/22. To be spent and reported on by 31st July 2022.	£18,030

## **Swimming Data**

Please report on your Swimming Data below.

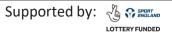
Meeting national curriculum requirements for swimming and water safety.	
N.B. Complete this section to your best ability. For example you might have practised safe self-rescue techniques on dry land which you can then transfer to the pool when school swimming restarts.  Due to exceptional circumstances 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	71%
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?	71%
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/ <b>No</b>















# **Action Plan and Budget Tracking**

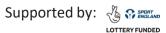
Capture your intended annual spend against the 5 key indicators. Clarify the success criteria and evidence of impact that you intend to measure to evaluate for pupils today and for the future.

Academic Year: 2020/21	Total fund allocated:	Date Updated:		
<b>Key indicator 1:</b> The engagement of 3	Percentage of total allocation:			
primary school pupils undertake at least 30 minutes of physical activity a day in school				24%
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 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:
PE teacher and sports leaders to continue to develop the outdoor area, in line with COVID-19 restrictions to lead and promote greater opportunities for all pupils to be physically active during break and lunchtime	Purchase equipment which allows pupil to continue to be active each day, inline with COVID-19 restrictions  Create "active boxes" for each year group to access during free time  Activities led by sports leaders at lunchtime to engage children and encourage participation.  Provide daily activities ideas/videos during lockdown- partial school closure  Specialist coach to facilitate delivery of physical education sessions to develop children's understanding of the importance of physical activity	£4,750	physical activity during free time and take more ownership of their physical activities  Number of behavioural incidents reduced due to engagement	physical activities Continue with Walk to School













to school/"park and stride"  Variety of after-school activities/ sport provided to give the children additional experiences and opportunities to be active.	Continue to implement Living Streets Walk to School initiative, including during partial school closure  Partially interrupted by COVID-19 restrictions. External provider delivered sports activities during clubs, encouraging children to be active			
Key indicator 2: The profile of PESSPA		ool for whole sch	ool improvement	Percentage of total allocation:
Intent	Implementation		Impact	5%
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:
Encourage pupils to be active before school	Continue to implement Living Streets Walk to School initiative, including during partial school closure	£750	The number of pupils logging walking at least part of the way to school, has increased	Continue with Walk to School initiative- re-visit at start of new academic year
	Celebrate physical successes that happened outside of school in assemblies and newsletters — especially activity taken part in clubs/during lockdown  Share flyers/advertisements for external sports activities		Pupils report they are more likely to take part in physical activity outside of school	













Key indicator 3: Increased confidence	, knowledge and skills of all staff in t	eaching PE and sp	port	Percentage of total allocation:
				64%
Intent	Implementation		Impact	
Your school focus should be clear	Make sure your actions to	Funding	Evidence of impact: what do	Sustainability and suggested
what you want the pupils to know	achieve are linked to your	allocated:	pupils now know and what	next steps:
and be able to do and about	intentions:		can they now do? What has	
what they need to learn and to			changed?:	
consolidate through practice:				
Staff confident to teach all areas of	Staff to work with PE coach, during	£11 500	Staff more confident to deliver	Continue to support staff to
PE; to assess PE skills and knowledge;	lessons to develop their own skills	111,500	effective learning in P.E.	develop skills in teaching a
and to be able to plan to meet the	and knowledge to deliver PE (Staff			range of P.E. activities and
needs of all children.	to assess PE using target tracker to		Teaching and learning of P.E.	sports. Staff more involved in
	identify progress made by children		enhanced	creation of activities.
	and areas for development)			
	Staff to become familiar with			
	progression in skills for PE and			
	understand how to differentiate			
	activities to ensure all children can			
	participate and progress.			
Key indicator 4: Broader experience o	f a range of sports and activities offe	ered to all pupils		Percentage of total allocation:
				5%
Intent	Implementation		Impact	
Your school focus should be clear	Make sure your actions to	Funding	Evidence of impact: what do	Sustainability and suggested
what you want the pupils to know	achieve are linked to your	allocated:	pupils now know and what	next steps:
and be able to do and about	intentions:		can they now do? What has	
what they need to learn and to			changed?:	
consolidate through practice:				











ΔααιτισμαΙ achievements:	Sports coach planned and led on sports day and Euro 2020 celebration day	£800	'	Train designated staff to achieve Forest School qualification
opportunities to access other sporting	•			Offer after-school gardening
activities	Train member of staff for outdoor		Staff are more confident in	club
Euro 2020- link physical activity day to	first aid		delivering outdoor learning	
l"getting active"	Clear and make secure the outside area, ready for outdoor lessons			
·	Internal training delivered to staff on outdoor learning			
Inspire pupil's with little interest in sport, to be active outdoors	Allocate lead for outdoor learning			













Key indicator 5: Increased participation	n in competitive sport			Percentage of total allocation:
				2%
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 Day provides pupils opportunities to access other sporting activities  Euro 2020- link physical activity day to raise profile of sports and encourage	Colobrato participation in inter house	£230	More children report being engaged in inter-house competitions and enjoying a wider-range of sports	When COVID-19 restrictions ease, explore opportunities to return to local sporting competitions (football team, joint school sports day, MAC sports day etc.)

Signed off by	
Head Teacher:	
Date:	
Subject Leader:	
Date:	
Governor:	
Date:	









