

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 makes</u> 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 benefitpupils
 joining the school in future years
- The Primary PE and sport premium should not be used to fund capital spend projects; the school'sbudget should fund these.

Pleasevisitgov.ukfortherevisedDfEguidanceincludingthe5keyindicatorsacrosswhichschoolsshoulddemonstrate animprovement. This document will help you to review your provision and to report your spend. DfEen courages schools to use this template as an effective way of meeting the reporting requirements of the Primary PE and sport premium.

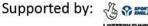
We recommend you start by reflecting on the impact of current provision and reviewing the previous spend.

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>.













Details with regard to funding Please complete the table below.

Total amount carried over from 2019/20	£7041
Total amount allocated for 2020/21	£25,651.00
How much (if any) do you intend to carry over from this total fund into 2021/22?	£4,476.10
Total amount allocated for 2021/22	£ 18,800
Total amount of funding for 2021/22. To be spent and reported on by 31st July 2022.	£ 23,276.10

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 ondry 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 evenif 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 atleast 25 metres?	%
N.B. Even though your pupils may swim in another year please report on their attainment on leaving primary schoolat 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, backstrokeand breaststroke]? Please see note above	%
What percentage of your current Year 6 cohort perform safe self-rescue in different water-based situations?	%
Schools can choose to use the Primary PE and sport premium to provide additional provision for swimming but thismust be for activity over and above the national curriculum requirements. Have you used it in this way?	Yes/No
Created by: Physical Active Active SPORT TRUST Supported by: Output Supported by:	1

Action Plan and Budget Tracking

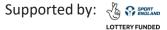
Capture your intended annual spend against the 5 key indicators. Clarify the success criteria and evidence of impact that you intend to measure to evaluate for pupils today and for the future.

Academic Year: 2020/21	Total fund allocated: Date Updated:			7
Key indicator 1: The engagement of <u>all</u> pupils in regular physical activity – Chief Medical Officers guidelines recommend that primary			Percentage of total allocation:	
school pupils undertake at least 30 minu	tes of physical activity a day in school			%
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:
Sports Coach/Specialist to provide skills/competition at lunch time and after school All children will have the opportunity to take part in lunch time sports Aids towards increasing pupil participation in competitive sport Contributes towards the engagement of all pupils in regular physical activity Children will spend their lunch time being physically active Provides a broad experience of a range of sports and activities Increases pupil motivation Raises standard of pupil performance Raises the profile of PE across the School Also fits in Key Indicator 2	Sports / specialist coach to provide skills and competition at lunchtime and after school clubs Regular discussions over implementation of lunch time and after school club activities – SH and CD Regular discussions with coach about how the clubs are going – CD and SH Children to be asked for input into clubs they would like to have provided – through school council			
encouraged to engage the children in	Class teachers to identify pupils who may need support with sport / those not accessing sport / lack self-esteem			













•The less active children are engaged in (SH to request this info) activities that they enjoy and are being encouraged to be physically active

•Identified groups of children are being SH and CD to talk to meet with AH first provided for

Also fits in Key Indicators 2, 4 & 5

Purchase equipment for PE, sports clubs lunch time activities and **Sports Day**

- Enables staff to deliver a more precise this when organising termly kit) lesson with the aid of resources
- •Creates calmer lunchtimes with fewer arguments or fights
- •Increases pupil participation in activities
- •Increases interest in sport and a healthy lifestyle
- Motivates children to perform better during Sports Day
- Prepares children for their daily learning
- •Contributes towards the engagement of all pupils in regular physical activity
- Provides a broad experience of a range of sports and activities

Also fits in Key Indicator 4

Maintenance and replacement of equipment

- •Ensures equipment is safe to use
- Reduced risk of accidents/injuries
- Sustains lifespan of equipment

Each class to ensure they have 10 mins | Encourage daily mile of either active or mindful sessions

Monday of every term to ensure lunchtime leaders know which children to identify

Regular checks of the PE cupboard to check for wear and tear and replacements needed. (CD and SH to do

Regular checks with the staff to ask for any equipment needed (actioned through memo once a term)

Regular checks of the PE cupboard to check for wear and tear and replacements needed. (CD and SH to do this when organising termly kit)

Use resources sourced for COVID PE









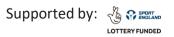


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every day (PE included)	and refresh for use now			
• Raising importance of mindfulness				
• Raising profile of PE across school	Brain gym strategies			
• Raise importance of being active and				
having improved mental well being				
Travel Tracker Implemented Across the				
School	Badges are given to children that			
• Daily input of travel to school –	regularly travel to school by foot, bike			
promoting active travel	or scooter			
promoting active traver	or scooter			
CD to run weekly club	CD to plan and run club			
•PP children and children not	Term 2/3 – year 3&4			
engaged/confident with PE selected by	Term 4/5 – year 5&6			
CD and CT's	Term 6 – year 1&2			
	,			
Key indicator 2: The profile of PESSPA be	eing raised across the school as a tool for	whole school impr	ovement	Percentage of total allocation:
				%
Intent	Implementation		Impact	
•				
Your school focus should be clear	Make sure your actions to achieve are	Funding		Sustainability and suggested
Your school focus should be clear what you want the pupils to know	Make sure your actions to achieveare linked to your intentions:	Funding	Evidence of impact: what do	Sustainability and suggested
what you want the pupils to know	Make sure your actions to achieveare linked to your intentions:	Funding allocated:	Evidence of impact: what do pupils now know and what can	Sustainability and suggested next steps:
what you want the pupils to know and be able to do and about	•	_	Evidence of impact: what do pupils now know and what can they now do? What has	,
what you want the pupils to know and be able to do and about what they need to learn and to	•	_	Evidence of impact: what do pupils now know and what can	,
what you want the pupils to know and be able to do and about what they need to learn and to consolidate through practice:	linked to your intentions:	_	Evidence of impact: what do pupils now know and what can they now do? What has	,
what you want the pupils to know and be able to do and about what they need to learn and to consolidate through practice: Sports board is used to raise profile of	linked to your intentions: Celebrate sporting success in Golden	allocated:	Evidence of impact: what do pupils now know and what can they now do? What has	,
what you want the pupils to know and be able to do and about what they need to learn and to consolidate through practice: Sports board is used to raise profile of PE, School Sport and active lifestyles	Celebrate sporting success in Golden assembly / newsletter / on sports	_	Evidence of impact: what do pupils now know and what can they now do? What has	,
what you want the pupils to know and be able to do and about what they need to learn and to consolidate through practice: Sports board is used to raise profile of PE, School Sport and active lifestyles across the school, community and on a	Celebrate sporting success in Golden assembly / newsletter / on sports board.	allocated: £100 – trophies	Evidence of impact: what do pupils now know and what can they now do? What has	,
what you want the pupils to know and be able to do and about what they need to learn and to consolidate through practice: Sports board is used to raise profile of PE, School Sport and active lifestyles across the school, community and on a global scale	Celebrate sporting success in Golden assembly / newsletter / on sports board. To have a sports personality of the	allocated: £100 – trophies	Evidence of impact: what do pupils now know and what can they now do? What has	,
what you want the pupils to know and be able to do and about what they need to learn and to consolidate through practice: Sports board is used to raise profile of PE, School Sport and active lifestyles across the school, community and on a global scale • To raise aspirations of pupils	Celebrate sporting success in Golden assembly / newsletter / on sports board. To have a sports personality of the week (nominated by sports coach /	allocated: £100 – trophies	Evidence of impact: what do pupils now know and what can they now do? What has	,
what you want the pupils to know and be able to do and about what they need to learn and to consolidate through practice: Sports board is used to raise profile of PE, School Sport and active lifestyles across the school, community and on a global scale • To raise aspirations of pupils • Pupils and staff are aware of the	Celebrate sporting success in Golden assembly / newsletter / on sports board. To have a sports personality of the	allocated: £100 – trophies	Evidence of impact: what do pupils now know and what can they now do? What has	,
what you want the pupils to know and be able to do and about what they need to learn and to consolidate through practice: Sports board is used to raise profile of PE, School Sport and active lifestyles across the school, community and on a global scale • To raise aspirations of pupils • Pupils and staff are aware of the benefits of exercise, sport and	Celebrate sporting success in Golden assembly / newsletter / on sports board. To have a sports personality of the week (nominated by sports coach / lunchtime leaders)	allocated: £100 – trophies	Evidence of impact: what do pupils now know and what can they now do? What has	,
what you want the pupils to know and be able to do and about what they need to learn and to consolidate through practice: Sports board is used to raise profile of PE, School Sport and active lifestyles across the school, community and on a global scale • To raise aspirations of pupils • Pupils and staff are aware of the benefits of exercise, sport and competition	Celebrate sporting success in Golden assembly / newsletter / on sports board. To have a sports personality of the week (nominated by sports coach / lunchtime leaders) Sports board mounted, back, sharing	allocated: £100 – trophies	Evidence of impact: what do pupils now know and what can they now do? What has	,
what you want the pupils to know and be able to do and about what they need to learn and to consolidate through practice: Sports board is used to raise profile of PE, School Sport and active lifestyles across the school, community and on a global scale • To raise aspirations of pupils • Pupils and staff are aware of the benefits of exercise, sport and competition • All pupils and staff to engage positively	Celebrate sporting success in Golden assembly / newsletter / on sports board. To have a sports personality of the week (nominated by sports coach / lunchtime leaders) Sports board mounted, back, sharing sporting success in / out school	allocated: £100 – trophies	Evidence of impact: what do pupils now know and what can they now do? What has	,
what you want the pupils to know and be able to do and about what they need to learn and to consolidate through practice: Sports board is used to raise profile of PE, School Sport and active lifestyles across the school, community and on a global scale • To raise aspirations of pupils • Pupils and staff are aware of the benefits of exercise, sport and competition • All pupils and staff to engage positively with sport and celebrate the benefits of	Celebrate sporting success in Golden assembly / newsletter / on sports board. To have a sports personality of the week (nominated by sports coach / lunchtime leaders) Sports board mounted, back, sharing sporting success in / out school Staff to share their successes/	allocated: £100 – trophies	Evidence of impact: what do pupils now know and what can they now do? What has	,
what you want the pupils to know and be able to do and about what they need to learn and to consolidate through practice: Sports board is used to raise profile of PE, School Sport and active lifestyles across the school, community and on a global scale • To raise aspirations of pupils • Pupils and staff are aware of the benefits of exercise, sport and competition • All pupils and staff to engage positively	Celebrate sporting success in Golden assembly / newsletter / on sports board. To have a sports personality of the week (nominated by sports coach / lunchtime leaders) Sports board mounted, back, sharing sporting success in / out school	allocated: £100 – trophies	Evidence of impact: what do pupils now know and what can they now do? What has	,













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Sports Ambassadors selected To help other pupils engage with sport Raise aspirations of pupils Run game or skill during lunch break Promote personal challenge using playground markings Gain Sports Mark When applications open apply for Sports Mark Award	Culturally diverse sports personalities to be highlighted on the board from a range of sports Sporting fixtures for school and major global sporting fixtures to be posted Power point given to CT's of 4-6 during class assembly. Children to apply. CD and SH to select Sashes ordered to identify sports ambassadors on the playground Termly catch ups with Sports Ambassadors (SH and CD) Held 12.45 -1 Day TBC – including one new game or skill SH to gather evidence and apply for School Games Mark	£250		
Key indicator 3: Increased confidence, kr	nowledge and skills of all staff in teaching	PE and sport		Percentage of total allocation:
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:				













Premier Education to work alongside staff and provide planning	Survey staff and their needs, release time to collate and action plan – CD	Included in		
 Provides a broad experience of a range 	to survey staff and audit thoughts on	£13,000		
of sports and activities	planning			
• The teachers enhance their own sports				
skills knowledge and can take this				
forward with them to future classes	Sports teacher to work alongside			
 Progress and achievement of all pupils 	teachers / TA staff			
through upskilling staff				
 High quality teaching and learning. 	Time for leaders to work with			
lessons judged as good or better =	coaches			
improved pupil outcomes				
 AFL is used to accelerate progress of 	Practical staff meeting/inset session			
pupils	(driven by the results of staff survey)			
 Planning provides a more consistent 	lead by sports coach and PE lead			
approach to teaching PE				
 Increases pupil motivation 	Sports team to meet termly	£3000		
 Raises standard of pupil performance 		13000		
Also fits in Key Indicator 1, 2, 4 & 5	Consistent assessment system to be			
	developed and used across the			
	school			
	Peer observations / feedback – CD			
	and SH learning walks			
	g . a.m.			
	EYFS to use Real PE			
Key indicator 4: Broader experience of a r		all pupils		Percentage of total allocation:
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:				













Onnortunities for children to	igroups (BIVIX, rugby etc.) and arrange	Included in £13,000	
• Secure links for the children with local			
clubs and opening up opportunities for	Extra curricular group organised for		
them to join more after school clubs	children lacking confidence to try new		
•More children confident to get involved	sports – CD		
•Children to be offered opportunities to compete in a variety of sports	Children to attend sports festivals organised through SGO		
Also fits key indicator 5			













Key indicator 5: Increased participation in	competitive sport			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	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	Sustainability and suggested next steps:
what they need to learn and to consolidate through practice:			changed?:	
Pay for competitions Increases pupil motivation Enhances our inclusive provision Enhances a positive attitude and engagement in and towards	Identify pupils and compete in SEN competitions. Monitor SEN participation in AS and Lunchtime clubs	£2,400 – for competitions and transport		
competition •Raises the profile of PE across the school	Sign up for BTC			
•Allows all pupils to attend competitions Also fits in Key Indicator 2	Sports co-ordinator / coach to facilitate intra competitions (yr groups) in term 4, 5 and 6 for all year groups	Included in £13,000		
Intra School and Intra Trust competitions •Raises the profile of PE across the School and the trust	After school club linked to competitive calendar			
 Allows children opportunities to win fairly and lose gracefully Strengthens links across the trust 	Competitions held through the school day so all children can access			
•Development opportunity for teachers	Have field marked out in term 5 + 6. Pupils making own competition and involved in greater physical activity	£500		
	Celebration of participation during class assembly			













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











