

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 allocated for 2021/22	£29,770
Total amount of funding for 2021/22. To be spent and reported on by 31st July 2022.	£22,555.61

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?	70%
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	
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	70%
What percentage of your current Year 6 cohort perform safe self-rescue in different water-based situations?	70%
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?	<mark>Yes</mark> /No











Action Plan and Budget Tracking

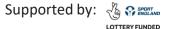
Capture your intended annual spend against the 5 key indicators. Clarify the success criteria and evidence of impact that you intend to measure to evaluate for pupils today and for the future.

Academic Year: 2020/21	Total fund allocated: £29,770	Date Updated:	July 22]
Key indicator 1: The engagement of g			ficers guidelines recommend that	Percentage of total allocation:
primary school pupils undertake at le	ast 30 minutes of physical activity a de	ay in school		20.23%
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 allocated :	Evidence of impact: what dopupils now know and what can they now do? What has changed?:	Sustainability and suggested next steps:
	CPD opportunitiesSupport for team staff and	Pleaders & equipment £3,190.73 Sports partnership £150 Sw: £2, 682.50 £6,023.23	New play equipment and storage has allowed for playtime leaders and MMS to work together to provide more activity playtimes and allowed children more independence. With the new equipment as mentioned above, a wider variety of sport has been offered to target the least activity children (focus on girls football, tag rugby, netball teams). Increase in the percentage of children meeting the guidelines for daily exercise and they have been willing to participate in more active lifestyles, including new clubs outside of school Clubs delivered and sport focus on at least one morning of wraparound alongside evening offer of clubs and wraparound fo	achieve the maximum impact Review, evaluate and plan for next academic year including feedback from teachers Apply for additional funding for development of playground markings/ resurfacing area













values of PE/Sport and the value and benefits of a healthy and active lifestyle (promoting this with families through newsletters and workshops too)

- Ensuring high quality PF and school sport offered develops competent and confident movers with the aim of inspiring lifelong participation in physical activity (also through role models)
- Using active lessons to increase physical activity levels and learning (in other subject areas that isn't just PE/Sport)
- Raising awareness of local places around school so that there is a bigger uptake of classes/activity outside of the school day (link to parents too)
- MRC School Games partnership as well as other local schools in the area also allowing the increase and importance of physical activity

Swimming (Ks2) – offered to Year 4 as part of 'catch up curriculum' and this class missing out (Covid year)

Swimming (all of KS2)

that children understand the role of movement in the development of their own physical literacy, fitness and well-being

Develop PE curriculum to ensure lessons link to the multi-skills approach found in our PE policy and that this well shared and discussed with the staff that deliver PE/Sport

Build links with the local community (clubs) through our SGO.

Develop action plan (over the 3 vear cycle)

Meet and discussion share training with MMS team Resources purchased to support the above Train sports leaders Lead assemblies on importance of Continued work with SGO and physical activities and allow Year 5 assembly team to deliver the message in their 'No outsiders' assemblies

those that are taraet children. Average attendance at clubs has increased.

Further increase in the % of children attendina extra curricular clubs

Positive attitudes to health and well-being (and more widely spoken about in peer groups) Concentration, commitment and self-esteem as well as behaviour has risen (particularly in the taraet vear aroups, further progression to role this out). Sense of fair play more established and understood on the playaround Activity at play times and lunch times has increased All children taking part in the daily mile or additional activities more regularly Sports leaders supporting active play across the school (with some taraet year aroups) Children across the school more active on a daily basis and enjovina beina active

-Curriculum map -Policy (PE) Registers of participation in clubs (extra curricular)

Key indicator 2: The profile of PESSPA being raised across the school as a tool for whole school improvement

Percentage of total allocation:

14.4%

Intent **Implementation Impact**















Develop teacher's skills and knowledge in activities that will engage and inspire our children to take part in life long physical activities what will engage and inspire our children to take part in life long physical activities by pupils for some extra curricular gasemblies, nolor model six sclass teachers, displays, sharing achievements) See SP to provide training, experiences such as new sports with local provides (asto looking at local club offers and ways to provide transport to this if and where necessary. Use PE/Sport to enable the development of life skills that are transferred to other curriculum areas, wider school and beyond (invitation acad workshops) Use PE/Sport to develop the whole person including thinking, social and personal skills. Use PE teaching to aid fine and gross motor skill development protor skill development protors wild development protors wild development protors wild development protors wild development protors of the develop and the school form of the skills that of the card and workshops) Engage learners in a new or different experiences and transport to access the provide training, experiences and transport to access the provide training experiences and transport to access the feelowing opportunities. See Pe provide training, experiences and transport to access the feelowing opportunities. Competitive appears to a condition













children both within lessons and their	through the sports partnership to	(children are enjoying their PE	
achievements outside of school)	help run and organise intra-house	Ş	sessions and enjoy the clubs that	
High quality PE lessons delivered by	festivals across the school (EYFs/KS1)	(are offered (particularly as a	
both staff from within school and	Sports leaders run their own clubs for	ı	result of the school council	
those delivered by TE.	younger children at lunchtimes		helping to choose the clubs that	
Sports leader programme to be rolled	Help run and record the events for	(are on offer).	
	Sports days and support the younger		Interhouse competitions are	
facilitating children's ability to take	children.		promoted (but needs to continue	
responsibility for their learning and		f	throughout the next year).	
delivering of physical activity to the			Sports leaders impact on the	
rest of the school.		i	importance of sport and activity	
School staff better equipped and			by being positive role models	
more confident to teach PE (ongoing		C	around the school.	
with staff changes ahead).			Sports day – successful with	
Monitoring the use of schemes and			parents/ carers invited to attend.	
whole school PE coverage (offering				
skills progression for each year group				
to be shared with whole school staff)				
Sports leaders used to develop young				
er children to become leaders				
themselves				

Key indicator 3: Increased confidence	, knowledge and skills of all staff in te	eaching PE and sp	port	Percentage of total allocation:
				17.52%
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:
 Raise the quality of learning and teaching in PE and School Sport by providing support to deliver broad, balanced and inclusive high quality PE and School sport provision (within and beyond the curriculum) to raise pupils' attainment. To encourage coach employed to deliver the PE 	much improved and more enjoyable for staff and children with clear intentions and consistent	FS £1,590 C £2500 (16 @ £150) FA for FS £300 Hub £525 Level 6 Award training £300	 Increased staff knowledge and understanding All teachers able to confidently plan, teach and assess PE More confident and competent staff evidenced through feedback and lesson observations 	CPD opportunities (especially as staff change will be significant for academic year 22/23). Further 1:1 lesson observations/ drop ins to monitor staff effectiveness and confidence















	curriculum, to increasingly		th
	involve school staff supporting		G
	lessons - to increase their	-	Sp
	confidence in delivery of the		р
	subject.		а
-	Lesson observations to monitor		ir
	staff effectiveness and		С
	confidence		d
-	Questionnaire to monitor pupil	-	Ρ
	and staff attitudes towards		re
	progression in PE/Sport		te
-	Training new staff to deliver		(F
	Forest School so that whole		h
	school can gain from this and	-	Р
	allow for more positive role		te
	models (especially with girls		le
	within Forest School./ outdoor		р

- hrough MRC School Games Package
- specialist Coaches and providers for team teaching and staff training to ncrease knowledge and confidence in staff deliverina PE/Sport
- Purchase auality assured esources to support eachers and support staff (Playtime leaders and PE (dur
- PE Lead helpina in upskillina eachers through modelled lessons, team teachina. planning and observations (as a result of level 6 PF training received)
- Subject lead attends/ attending relevant sport conferences/ioint meetings with local rother valley schools to help with organising tournaments and to gain relevant local information
- Liaising with other local schools to share knowledge and expertise

- More sustainable workforce including young leaders (through play time leaders training and individuals expertise used within classes)
- Enhanced quality of provision
- Increased pupil participation in competitive activities and festivals
- Increased range of activities/ opportunities
- Sharing best practice with other schools in MRC school games partnership
- More inclusive curriculum which inspires and engages all children
- Increased capacity and sustainability
- Continued progression and clear progression of all children during PE curriculum lessons
- Discussion informs us that children enjoy the variety of activities on offer during the curriculum PE/ Sport

- First aid training for new staff delivering Forest School
- Further training for MDMs and vouna leaders to ensure consistency of delivery and continuity of young leaders within the school (both curriuclum and extra-curriucular activities)

Key indicator 4: Broader experience of a range of sports and activities offered to all pupils

Percentage of total allocation: 17.13%

				1
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 and be able to do and about	achieve are linked to your intentions:	allocated:	pupils now know and what can they now do? What has	next steps:
what they need to learn and to consolidate through practice:			changed?:	



experience)











Identify which activities children would like to try through the school council meetings and identify which extra curricular clubs the children would like to experience. This has been and will also be done by year group, gender and least active aroups to ensure that our school are providing activities that will engage the most children as well as the least active children.

Develop and explore opportunities for lactivities that haven't been children to access community sport in offered before (e.g. basketball/ order to develop social skills. leadership and communication outside of school (newsletters).

Provide opportunities to take part in a Complete inclusive health check diverse range of school sport through extra-curricular clubs, competitions and events.

Continue to offer additional extracurricular opportunities for all children to take part in physical activity and sport.

Provide additional links to community sports clubs

Children able to participate in festivals/ tournaments held through PSP.

Increase opportunities through intraschool festivals for KS1 children

Continue to develop relationships with too so that parents know the community coaches so a wider range expectation of smart and of activities can be offered to all age groups.

Provide opportunities for children with SFND, the least confident and the least active to attend exciting. varied and a new range of activities through the school sport partnerships.

Review extra-curricular activities through pupil conferencing/pupil voice

Employ TE to provide extracurricular clubs and sporting voga). Opportunities to improve sports skills in children through increased opportunities in school and the wider community.

on the School Games Website to review our PE and school sport offer in terms of inclusion and use the action plan to develop our offer further.

To keep the website information and Pe noticeboard up-to-date with range of clubs on offer (changeable throughout the year) and the results of the recent and upcomina festivals/ tournaments. Children and staff to take photos of the new clothing that is provided for the PE/Sport lessons and tournaments that we attend – this will be shared in the newsletter professional kits Children to attend the extra-

Club reaisters highlight increase in Bikeability @ participation of clubs that are £560 offered (particular interest in those (1 per term) to allow student on the SEND and PP reaisters)

> Increase in attendance of extracurricular clubs

> Reduction of amount of children not meeting the 30 minutes of physical activity per day

Increase in % of children attending Quality start award community clubs and sharing their Look and investigate Storm experiences with other children

Enagged or re-enagged disaffected children

Increased participation Enhanced auality of delivery of activities Children proud to be part of their team (Especially when wearing their new kit) Increased staff capacity and sustainability Enhances, extended, inclusive extra-curricular provision Improved behaviour and attendance and reduction of low level disruption particularly on a TE PE day

Increased pupil awareness of opportunities available in the community area Improved physical, technical, tactical and mental understandina of a range of sports Developed wider life skills which build on from the PE lessons e.g.

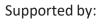
Complete minimum of 3 pupil and parent surveys each year voice to influence extra curricular sports programme and allow parents to be aware of the clubs/ community clubs in the local area

Further increase opportunities for KS1 children both in and out of school break











£890

£307 07

£5.099.96

FS equipment:

Kit £3.342.89





curricular clubs	communication, teamwork, fair
School entering as many	play and leadership.
tournaments and festivals as they	Children signposted and invited to
can including those that are	community sessions (locally and
friendly to offer experience to a	further afield).
wider range of children across the	
school	Curriculum map, inclusive health
Links made and continue to be	check, club registers, extra-
made with coaches and outside	curricular data, children, parent
clubs	and staff surveys evidence of the
Equipment continues to provide	above.
opportunities during break and	
lunchtimes.	











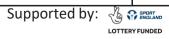


Key indicator 5: Increased participatio	n in competitive sport			Percentage of total allocation:
				6.49%
Intent	Implementation		Impact	
Your school focus should be clear what you want the pupils to know and be able to do and about what they need to learn and to consolidate through practice:	Make sure 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:
children's motivation, competence and confidence are at the centre of the competition and the focus is on the process rather the outcome.	attend competitions Engage more staff/ parents and volunteers alongside young leaders to support and attend competitions Use external coaches to run	M @ £901.66 Post @ £879.98 MRC £150 £1,931.64	Engage with SGOrganiser and attend competitions run by the MRC School Games coaches Engage more staff/ parents/ volunteers and young leaders attendance at competitions	Review attendance data and identify children for appropriate opportunities Continue to monitor % of children representing school in competitive sport and allow us to identify those that have not.
	opportunity to take part in local competitive leagues, tournaments and festivals Regular (minimum termly), intra		Use external coaches to run competitions to increase children's participation Identify a sent number of competitions/ events to provide transport to. Vast majority of KS2 children participated in the intra-house	partnership meetings to help shape the offer ensuring it is appropriate for children and of the highest quality Further widen opportunities for children to take part in competitive sporting events
opportunities available in the local Sports calendars Enter external events to give children the opportunity to compete against other schools Investigate further use of virtual inter house competitions/ children leading their own events.	house sports competitions for children across the different sports. To develop links with external agencies in the community to ensure more children participate in community clubs outside of school		competitions Sports day set up, participated in and enjoyed by ALL children Fixture results published in newsletters After school club registers School games mark to be achieved (aimed for Gold) Evidence includes: school games mark Competition/ events calendar	Investigate further use on inter- house competitions/ children leading own events













	Photos displayed at school and on the website and in newsletter Competition reports	

Signed off by	
Head Teacher:	
Date:	
Subject Leader:	HRCoates
Date:	31.07.22
Governor:	
Date:	









