

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.

Pleasevisit<u>gov.uk</u>fortherevisedDfEguidanceincludingthe5keyindicatorsacrosswhichschoolsshoulddemonstrate 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>.

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Details with regard to funding Please complete the table below.

Total amount carried over from 2019/20	£ 2660.00
Total amount allocated for 2020/21	£18570.00
How much (if any) do you intend to carry over from this total fund into 2021/22?	£ 2660.00
Total amount allocated for 2021/22	£18390.00
Total amount of funding for 2021/22. To be spent and reported on by 31st July 2022.	£21050.00

Key Indicator	Allocation
Key indicator 1: The engagement of <u>all</u> pupils in regular physical activity – Chief Medical Officers (CMO) guidelines	£7637.50 (36%)
recommend that primary school pupils undertake at least 30 minutes of physical activity a day in school	
Key indicator 2: The profile of PESSPA being raised across the school as a tool for whole school improvement	£3700.00 (17.5%)
Key indicator 3: Increased confidence, knowledge and skills of all staff in teaching PE and sport	£12600.00 (60%)
Key indicator 4: Broader experience of a range of sports and activities offered to all pupils	£1800.00 (8.5% plus other costings
	included in Key Indicators 1 and 3)
Key indicator 5: Increased participation in competitive sport	£1100.00 (6%)
	£26,837.50 (+28%)













Swimming Data

Please report on your Swimming Data below.

Meeting national curriculum requirements for swimming and water safety.	Data updated
N.B. Complete this section to your best ability. For example, you might have practised safe self-rescue techniques ondry land which you can	December 2021
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?	85%
N.B. Even though your pupils may swim in another year please report on their attainment on leaving primary schoolat the end of the	(40/47 pupils)
summer term 2022.	The remaining 7 pupils
Please see note above	will have booster lessons in Summer 2022
	3/7 achieved 20m
What percentage of your current Year 6 cohort use a range of strokes effectively [for example, front crawl, backstrokeand breaststroke]?	100%
Please see note above	10070
What percentage of your current Year 6 cohort perform safe self-rescue in different water-based situations?	No
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?	No













Action Plan and Budget Tracking

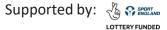
Capture your intended annual spend against the 5 key indicators. Clarify the success criteria and evidence of impact that you intend to measure to evaluate for pupils today and for the future.

Academic Year: 2021/22	Total fund allocated: £21050.00	Date Updated: February 2022		
			Percentage of total allocation: 36% (£7637.50)	
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:
- All pupils will be active on average 60 minutes per day, 7 days per week with at least 30 minutes of physical activity a day in school. (This can include all forms of activity such as physical education, active travel, after-school activities, play and sports.)	han a real real real real real real real re	(50%	- Pupils realise the impact of breaking up longer periods of being sedentary with light physical activity and the how this improves both physical and mental healthAll children have had 2 x 1 hour PE sessions per weekSwimming lessons one hour per week maximises number of pupils (minimum 90%) who can swim 25m by end of KS2. October half term- 5x Y6 pupils attended holiday swimming lessons with 3/5 swimming 25m; 5x Y5pupils attended holiday lessons with all achieving 25mPupils have a good understanding of the skills needed across a range of different sportsPupils experience putting in extra effort and practice for competitions and festivals Less activity pupils have daily opportunity for physical activity during the school day through PE lessons, Daily Mile/ Destination Mile, lunchtime activities or after school clubTermly challenges encourage pupils to set and achieve personal targetsLess active pupil are encouraged to take part in an after-school club.	Develop lifelong learners and pupils who have a better understanding of physical health and choose to be more active, which will continue through into their adult lives and help to create healthy habits and enjoyment of physical activity in different ways. -Monitor club participation each half term to ensure all pupils have the opportunity to participate in a club either before/after school or at lunchtime.











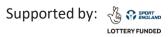


Key indicator 2: The profile of PESSPA	being raised across the school as a to	ool for whole sch	ool improvement	Percentage of total allocation:
				17.5% (£3,700)
Intent	Implementation		Impact	
Your school focus should be clear what you want the pupils to know and be able to do and about what they need 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
contribute to whole school improvement. Promote PE, Sport and Physical Activity through displays, celebration assemblies, school newsletters, Class Dojo/Tapestry, Twitter and school website.	- Active Schools membership - TLR for PE Lead to have one hour per week (39 hours) to lead on PE and sports across school, arrange attendance at competitions and organise whole school sports days/events etc Increase motivation of pupils in PE & School Sport through events which showcase participation and talent and for children to feel celebrated for their achievementsIntra-class and inter-class competitions promote physical activity and trying your bestClass PE display with captions from the pupils of what they enjoy about sportSporting announcements, acknowledgments and achievements will be made in whole school celebration assemblies/newsletter, Class Dojo/Tapestry, Twitter, school website.	£1200 Active School membership £2500 TLR	-PE and sport will be well led and organised across schoolTeachers understanding of the importance of PESSPA helps to drive positive relationships with physical activity and pupils will continue to benefit from this throughout their lives Personal development of all pupils will be enhanced and celebratedPupils will be more activePupils are proud of their achievements Personal challenge increases across the school with every pupil taking part in physical challenges and staff are more aware of the importance of this Parents will value the importance of a healthy lifestyle for their child	Staff understanding the importance of PESSPA helps to drive positive relationships with physical activity so pupils will continue to benefit from this throughout their whole lives.
the impact on the human body the impact sport and physical activity has on our mental and emotional well-being	-PE Lead to identify where elements of the PE curriculum link with Science curriculum and PSHE curriculumUse of PSHE to emphasise the importance of sporting activity on mental health and wellbeingTeachers make links with learning in Science and PSHE.		-Pupils will have a holistic view of PE, Sports and Physical ActivityPupils will have a scientific understanding of the benefits of physical activity sportPupils will have a positive view of being active and how it contributes to good physical and mental health.	











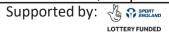


Key indicator 3: Increased confidence, knowledge and skills of all staff in teaching PE and sport			Percentage of total allocation:	
				60% (£12600.00)
Intent	Implementation		Impact	
Your school focus should be clear what you want the pupils to know and be able to do and about what they need to learn 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.
All pupils receive 2 hours high quality physical education every week.	-Continue to enable teachers and support staff to have the opportunity to work with specialist teachers/coaches to develop their skills in teaching PE lessons through a coaching model of observation, team teaching, skill building and reviewPay for 3 swimming instructors at swimming lessons so pupils receive expert coaching whilst providing CPD for staffPE Lead to undertake training where appropriate and attend Active Sports subject leader coursesSpecialist dance teachers lead KS2 dance lessons in Summer term.	£6000 SW £6000 Leeds Rhinos	-Teachers will continue to learn from specialists the necessary skills to be able to teach all aspects of PE effectivelyLesson plans, schemes of work, progression documents and knowledge organisers enhance the confidence, knowledge and skills of all staff in teaching PE.	Working alongside specialists will provide ongoing CPD so staff will be confident in delivering good or better lessons across all aspects of PE.
Subscriptions to interactive schemes of work to support teachers and provide key learning points and challenge for children.	- Teachers use interactive resources to plan high quality PE units of work in sequential order with clear progression of learning Teachers plan PE lessons with clear lesson objectives and success criteriaTeachers know the progression of skills in each unit of work/over time Teachers continue to focus on skills and are more aware that these skills are transferrable across a variety of	£ 300 Complete PE £300 Get Set 4 PE	-Teachers have the correct subject	Subscription costs are sustainable for the future to supplement and enhance the confidence, knowledge and skills of all staff in teaching PE.













Continue to show progression of skills	sports. - Teachers and pupils use key vocabulary accurately in lessons. - Interactive videos exemplify successful, age-related learning and provide instant guidance to teachers and pupils. - Videos are used to exemplify teaching points and expectations and moderate attainment. -Display progression skills for each topic of PE. -Display progression overviews in hall to refer to in PE lessons. -Share knowledge organisers with pupils at the start, during, end of a PE topic. -Sample children (LA, MA, HA) from each class to monitor progression throughout the year -Use pictures and videos to show progression of skills within each year group -Create portfolio of PE teaching throughout the academic year to celebrate good practice and		-Staff will be confident in skills progression through the PE curriculumStaff know the age-related expectations for the year group in each aspect of PE Pupils are appropriately challenged and supported in PE -Pupils know what is expected of them in PE so they can measure their successStaff provide pictures and videos for PE portfolio which show progression of skills in year groupStaff moderate evidence against scheme exemplification materialsPupils show high level of age-appropriate skills in each aspect of PE.	
	demonstrate expectationsSubject Leader to meet with a broad range of pupils to talk about their PE lessons and to ascertain their knowledge and understanding of the subject.			
Provide quality skipping training for Year 4 and Year 2 staff and pupils.	-Year 4 and Year 2 staff to have access to 'Skipping' training and CPD (Spring 2022).	£1000 (£500 per class)	-Quality skipping training delivered to Year 4 and Year 2 staff and pupils Pupils enjoy practising skipping skillsPupils realise skipping is an effective form of exercise Pupils perform well individually and as a team at the skipping competitions.	-Pupils perform well in Year 4 and Year 2 skipping competitions - Pupils skip at breaktimes/ lunchtimes.













Key indicator 4: Broader experience of	f a range of sports and activities offe	ered to all pupils		Percentage of total allocation:
				8.5% (£1800 plus other costings included in Key Indicators 1 and 3)
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.
Provide pupils with organised physical activity provision within the lunch period to improve their levels of fitness and enjoyment of physical activity.	Renew contract with external provider for daily lunchtime sporting activities.	Included in ACE costs	-Organised physical activity will take place each lunch breakPupils will be engaged in more physical activity daily.	
Continue to offer a wider range of activities both within and outside the curriculum in order to get more pupils involved.	-Provide a wide variety of activities and sports pupils can get involved inAccess a range of sports through Active Schools eg. Mindfulness March- classes to use 5-10min Yoga and Mindfulness videos in the classroomAttend Active Schools Inclusion events.	Included in ACE/Active Schools costs/Online PE Platform costs £1800 Military Activity Days	-Pupils understand there are a wide variety of activities and sports they can get involved inPupils with SEND have the opportunity to represent school and experience a range of inclusion sporting opportunities All pupils participate in Military Activity Day and experience a range of physical activities.	-Online platforms provide a wide range of activities for lesson plans including yoga, golf, handball and OAA which children may not have had the opportunity to participate in previously.













Key indicator 5: Increased particip	pation in competitive sport			Percentage of total allocation:
				6% (£1100)
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.	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. -Intra-class and inter-class
Provide all pupils with opportunities to participate in a range of competitive opportunities both within and beyond school.	-All pupils participate in at 6 competitions per year by - Further developing the programme for intra- class and inter-class competitions -Annual Sports Day - Classes competing against each other prior/post to a competition - Participating in TLA Cluster Competitions - Continuing to participate in School Games/ ACE/ Leeds/Catholic Schools-football & netball/ Y2 & Y4 skipping competitions.	£500 TLA Cluster competitions ACE/Active Schools/ Skipping included in above costs £600 transport costs	-Pupils regularly compete against peers in intra-class competitions and interclass competitionsPupils have the opportunity to compete in a range of sporting competitions against local schoolsPupils learn the value of perseverance, respect, teamwork and build resilience. Inter-class competitions Autumn Terms 1 and 2 Spring Term 1 TLA Competition results (15 th February 2022) Y1/2 Football (2 teams)-1st & 4th Y3/4 Football-4th Y5/6 Football (2 teams) -Joint 2 nd and 3rd Y5/6 Athletics (2 teams)-1 st and 3 rd Y2 Athletics- 2nd	competitions can be set by PE Lead and run by class teacher and PE teachers/coaches - Classes to compete against each other prior/post to a competition Rec 1 and Rec2, Y1 and Y1/2, Y2/3 and Y3, Y4and Y5, Y5/6 and Y6Continue to take part in competitions/events run by - Active Schools - TLA - ACE













Spending Overview		Allocation £21050.00	
	Key Indicator	Costings	Percentage
Key indicator 1	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	£7637.50	36%
Key indicator 2	The profile of PESSPA being raised across the school as a tool for whole school improvement	£3,700.00	17.5%
Key indicator 3	Increased confidence, knowledge and skills of all staff in teaching PE and sport	£12600.00	60%
Key indicator 4	Broader experience of a range of sports and activities offered to all pupils	£1800.00 (plus other costings included in Key Indicators 1 and 3)	8.5%
Key indicator 5	Increased participation in competitive sport	£1100.00	6%
	Totals	£26837.50 (+£5787.50)	128% (+28%)

Signed off by					
Head Teacher W Walsh Date September 2021					
Subject Leader	K Currie	Date	September 2021		
Governor	P Ward	Date	September 2021		











