

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.**

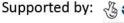
We recommend regularly updating the table and publishing it on your website throughout the year. This evidences your ongoing self-evaluation of how you are using the funding to secure maximum, sustainable impact. Final copy must be posted on your website by the end of the academic year and no later than the 31st July 2021. To see an example of how to complete the table please click <u>HERE</u>.

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Details with regard to funding

Please complete the table below.

Total amount carried over from 2019/20	£870
Total amount allocated for 2020/21	£19 600
How much (if any) do you intend to carry over from this total fund into 2021/22?	£0
Total amount allocated for 2021/22	£20 470
Total amount of funding for 2021/22. To be spent and reported on by 31st July 2022.	£20 470

Swimming Data

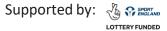
Please report on your Swimming Data below.

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	84%
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	80%
What percentage of your current Year 6 cohort perform safe self-rescue in different water-based situations?	79%
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?	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: 2020/21	Total fund allocated:	Date Updated:	:	
ey 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	ast 30 minutes of physical activity a d	ay in school		36%
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:
for free To ensure all children are participating in at least 30 minutes physical activity a day To give children a wide range of sports and activities to participate in Ensure a consistent approach through school so children can build on skills. This will be taught sequentially so build and develop from prior knowledge. To ensure children participate in mental health and well-being activities — such as yoga, dance, meditation etc. — to support	Half-termly clubs rub by sports coach for 30 children per year group free of charge for parents. Children to also attend clubs in school time to promote active lifestyles. Introduction of "Try Something New" where children try a new sport each term. This is to promote their love of sport and give new opportunities. Led by sports coach. Use of REAL PE, REAL GYM and REAL DANCE. This is included in our REAL LEGACY package. Support children's mental health and wellbeing by showing ways to calm down and promote mental health. These techniques to be used outside of PE lessons then to	£7000	99.15% children (97.1% boys, 95.6% girls) at Boldmere Junior School have attended at least one additional extracurricular club Pupil voice to ensure children can share what they have learnt and which skills they are building on. This has also been monitored to ensure correct resources are being used. Monitoring via informal observations by PE lead and members of SLT. Children understand which skills have been learnt and lessons observed have shown good progress. Children can use techniques to support their mental health to support them to calm down.	Ensure all children attend an extracurricular club at Boldmere and continue with sports crew running clubs, but ensure this happens throughout the whole academic year. Children to continue with yoga and mindfulness lessons to support wellbeing.
Ensure children are receiving the best	show sustainable impact. Staff to team teach with Sports coach to build CPD in PE.		All children have tried new sports this year, which has been scrutinised through PE lead monitoring and observing and pupil voice too.	
<u> </u>			<u>'</u>	Percentage of total allocation:













Key indicator 2: The profile of PESSPA		ool for whole sch	ool improvement	15%
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:
Introduce a range of enrichment opportunities, such as giving children opportunities to try new sports and activities Sharing of competitions on twitter and in assemblies Use PE and sport to enable the development of life skills that are transferred to other curriculum areas, wider school and beyond To ensure high quality PE lessons are delivered	Use of sports coach to deliver lessons, where children try new sports opportunities Sharing match reports during assembly time and sharing via twitter PE lead to have time to develop curriculum links to other subjects, to ensure children are learning valuable skills through PE lessons and sport opportunities PE lead to monitor lessons and pupil voice and staff voice opportunities Setting up of sports crew. Sports ambassadors to lead. Children to run clubs after receiving leadership training via our REAL LEGACY package	£3000	Successes are celebrated in assembly and on school's social media Pupil voice – looking at which areas of PE we can transfer out of lessons and how this is helping us	Sports Crew to try to be increased so they can run clubs and allow children to be active. Make their role stand out in school Use of PE lead and other teachers to give children opportunities to run clubs to continue PE lead to continue to monitor PE lessons to ensure whole school improvement









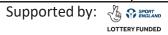




Key indicator 3: Increased confidence, kn	nfidence, knowledge and skills of all staff in teaching PE and sport		Percentage of total allocation:		
				10%	
Intent	Implementation		Impact		
Your school focus should be clear what you want the pupils to know and be able to do and about what they need to learn 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 up-level staff by offering CPD opportunities To ensure all staff are confident to teach a range of skills in PE and apply new ideas they have learnt via CPD. PE lead to monitor via staff voice	Use of REAL LEGACY package to	£2000	Staff voice from PE lead, which has shown increased confidence from staff. More range of activities being taught in lessons, which link back to CPD opportunities offered to staff.	Ongoing CPD for all staff across the curriculum	











Key indicator 4: Broader experience of a range of sports and activities offered to all pupils			Percentage of total allocation: 26%
Implementation		Impact	
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:
term. This is to promote their love of	£6000	Children have experienced new opportunities to learn new sports each term. All children participate in	Continue with "Try Something New" PE sessions
sport and give new opportunities. Led by sports coach.		these sessions. From tracking pupil participation.	Ensure children have opportunism to contribute to compete within school
PE lead to track active children and utilise pupil voice to establish which clubs children want to be run each half term		over 99% of children at Boldmere Junior School have participated in at least one extra-curricular activity this academic year	
Use of PE lead to set up clubs and inter-school competitions		Children have participated in competitive sport within school to give all children opportunities to compete	
	Implementation Make sure your actions to achieve are linked to your intentions: Introduction of "Try Something New" where children try a new sport each term. This is to promote their love of sport and give new opportunities. Led by sports coach. PE lead to track active children and utilise pupil voice to establish which clubs children want to be run each half term Use of PE lead to set up clubs and	Implementation Make sure your actions to achieve are linked to your intentions: Introduction of "Try Something New" where children try a new sport each term. This is to promote their love of sport and give new opportunities. Led by sports coach. PE lead to track active children and utilise pupil voice to establish which clubs children want to be run each half term Use of PE lead to set up clubs and	Implementation Make sure your actions to achieve are linked to your intentions: Introduction of "Try Something New" where children try a new sport each term. This is to promote their love of sport and give new opportunities. Led by sports coach. PE lead to track active children and utilise pupil voice to establish which clubs children want to be run each half term Use of PE lead to set up clubs and inter-school competitions Funding allocated: Evidence of impact: what do pupils now know and what can they now do? What has changed?: Children have experienced new opportunities to learn new sports each term. All children participate in these sessions. From tracking pupil participation, over 99% of children at Boldmere Junior School have participated in at least one extra-curricular activity this academic year Children have participated in competitive sport within school to give all children opportunities to











Key indicator 5: Increased participation i	n competitive sport			Percentage of total allocation:
				13%
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:
Encourage as many children as possible to participate in competitive sport. Increased participation in WSAS competitions Purchasing of new kit	Fully utilise WSAS package + enter competitions (travel costs) Sports Crew + Sports Ambassadors to be trained to lead these (real leaders) + help organise events in Infants to get a cross-federated sport.	£2500	PE lead tracking amount of children who compete in competitive sport outside of school environment (currently 33.06 % of children represent the school in at least one sports team, across all of KS2. Broken down, this is 24.7 % of Year 3 children, 25.8 % of Year 4 children, 35.2 % of	
Sports Day stickers order	PE lead to track children's participation		Year 5 children and 48.3% of Year 6 children)	between PP and non PP children.

Signed off by	
Head Teacher:	211
Date:	21/7/2022
Subject Leader:	R.Uppal
Date:	21/07/22
Governor:	Pending
Date:	Pending









