

# 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	£1500
Total amount allocated for 2020/21	£19500
How much (if any) do you intend to carry over from this total fund into 2021/22?	£0
Total amount allocated for 2021/22	£18000
Total amount of funding for 2021/22. To be spent and reported on by 31st July 2022.	£18000

## **Swimming Data**

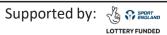
Please report on your Swimming Data below.

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?	43%
<b>N.B.</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	77%
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 <b>over and above</b> 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	otal fund allocated: Date Updated:			
<b>Key indicator 1:</b> The engagement of <u>a</u>	Percentage of total allocation:			
primary school pupils undertake at le	ast 30 minutes of physical activity a c	lay 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 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:
We teach to inform pupils about how physical activity can benefits one's physical, social, emotional and mental state.  We want pupils to know how to improve their physical condition.  We want our pupils to learn through play and be able take responsibility to be active at playtimes. This would look like playing playground games alongside participating in a varieties of sports such as; football, basketball, skipping, athletics, handball and	_	Equipment and playground refurbishment - £11000	Pupils have deepen their knowledge and understanding of what to eat, when to eat and how much to eat.  Pupils have learnt through the Daily Mile that if you are consistently active, this will have an effect on stamina and energy levels. Furthermore, pupils have developed their resilience through the use monitoring Daily Mile scores (distance ran).  Pupils now have space to practise their skills and compete in games during playtime (Football and Handball) — Football Goals.  Pupil's locomotion, object control and body management has improved through the use of playground equipment at playtimes.  Pupils in Year 5 and 6 have learnt skills	Continue to develop play leaders (Year 6) and train New Year 5 pupils via SSP (School Sport Partnership).  Active break times (clubs) – External provider – Lincs Inspire- Caistor Yarborough  Class competitions – Daily Mile  Invest in new long lasting playground equipment – Key Stage Two Playground  Nursery Equipment – learn and improve through play  Foundation Equipment – learn and improve through play.













			develop their confidence and understanding of different activities. Furthermore, the impact of 'The Play Leaders' is that ALL pupils from Foundation to Year 6 have had the opportunity to participate and develop their skills during play times. Personal development and leaders have been celebrated in assemblies, weekly.	
<b>Key indicator 2:</b> The profile of PESSPA	A being raised across the school as a to	ool for whole sch	ool improvement	Percentage of total allocation: %
Intent	Implementation		Impact	70
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:
Our intent is to promote participation and profile of physical education in and out throughout school. We intend our pupils to be knowledgeable and understanding of what is happening at school and around the world in terms of sport. We want our pupils to be aware of what is happening at playtimes (play leaders) alongside knowing the different opportunities that after school clubs offer.	Assemblies  Sport Display board – informing pupils about what is happening in school.  Sport competitions  Sports Day  Middlethorpe P.E passport (what to experience before you leave Middlethorpe).  After school clubs  The daily mile  Out school sport staff – teaching and promoting different sports.	After school slubs	throughout school in terms of participation (celebrating success)  Pupils know to speak to staff about upcoming competitions  Pupils are aware of what is happening at playtimes (play leaders)  Pupils are offered opportunities to participate in activities, which allows them work towards their active minutes per day	Inter house competitions  Active Literacy lessons  Active Math lessons  Continue delivering assemblies  Continue celebrating success and participation  Continue building club links (local community)  Active homework











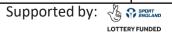


Key indicator 3: Increased confidence	, knowledge and skills of all staff in t	eaching PE and s	port	Percentage of total allocation:	
				%	
Intent Impleme		tion Impact			
Your school focus should be clear what you want the pupils to know and be able to do and about what they need to learn and to consolidate 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:	
Ve want our staff to be confident in elivering a quality and active P.E lessons, with lots of opportunities for our pupils to evelop their skills from knowledgeable eachers. We want to provide our staff with the skills and understanding of how to ifferentiate lessons in order to meet the eeds for all learners. We want our staff to be eager to teach their upils and promote sport around the whole chool.	Primary Steps in PE all staff CPD (March 2022) around differentiation.  Primary Steps in PE – Key Stage 1, FS and Nursery training – Around planning and instant engagement  Primary Steps in PE – Subject Leadership – Around monitoring and evidencing impact.  Kate H (Primary Steps PE) mentoring/tutoring – Key Stage 1 and Key Stage 2 staff.	School sport partnership – see key indicator 5 for costs	Pupils are being taught by teachers, who have had high quality training around planning and delivery allowing them to learn and practise basic fundamental skills from nursery all the way up to year 6.  Staff are even more confident in relation to planning and their approach to teaching P.E.  Staff have voiced how they found the CPD purposeful and that is has provided them with more ideas and confidence in relation to delivering P.E.  Pupils receive an exciting, broad and balanced offer within and beyond the curriculum.	2 CPD training days throughout 22-2 - Primary Steps in PE  Active Maths and Literacy  Other CPD not identified yet  Staff questionnaire to understand areas of weakness  Continued support from Kate H (Primary steps in P.E)	













<b>Key indicator 4:</b> Broader experience o	f a range of sports and activities off	fered to all pupils		Percentage of total allocation:
Intent	Implementation	1	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:
Despite learning a vast range of skills in	Brownlee triathlon (Year 5)	Swimming - £3200	Pupils have actively been engaged in a variety of different experiences as they	After the creation of the Middlethorpe passport 'things to
school during lessons and competing in competitive environments, we want our	Bike ability (Year 5)	Transport - £500 progress through school. After the pandemic, our target was to ensures the	experience before the end of Middlethorpe' ensure this is strongly	
pupils to experience a variety of different events out of school and in school. We want	Balance bike (Key stage 1)		opportunities where there to be inspired and for pupils to learn and develop their skills in order to build the gap, which has been created because of Covid.	
to introduce our pupils to all of the sports in the world and where sport can take you and	Bike ability (Year 3)			Introduction to swimming in Year 2
how many different ways you can work in sport. We have created the 'Middlethorpe	Sport competitions			Continue balance bikes in Key Stage
sporting experience passport' which provides our pupils with different experiences as they	Swimming (Year 5 and 6)			Continue competing against schools
progress through our school. We intend to provide physical active experiences, where	Outdoor adventure activities (Year 6)			Continue competing against schools
are out of the norm alongside providing our pupils with sporting events experiences.	Fit for kids (Key stage 2)			Consistent intra house competition. Sport events (Manchester
The state of the s	Play leaders (all school)			United/City/ Grimsby Town match)













Key indicator 5: Increased participation	n 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 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:
range of different competitions and what it means to be competitive. We want our pupils to experience sportsmanship and how to act and perform at different events. We want to provide all of our pupils the opportunity to experience a competition at least once every year. We want our pupils to understand why they learn a vast range of skills in P.E and how they transfer	Yr 5/6 Boys football regional competition KS2 Boccia Year 3-6 X country Pentathlon Bowling Yr ½ cricket	Transport to comps - £ 1170 School Sport Partnership (Gold		Continue to participate in local competitions – aiming to complete more than last academic year.  Intra house competitions at the end of every half term.  Competitions with Caistor Yarbrough end of term (Regional competitions)  Full school sport kit.

Signed off by	
Head Teacher:	Natalie Message (Head of School)
Date:	21.07.2022
Subject Leader:	Ben Cadman
Date:	18.07.2022
Governor:	Enquire learning Trust AIC
Date:	21.07.2022











