

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 | £10970 |
|---|--------|
| Total amount allocated for 2020/21 | £17700 |
| How much (if any) do you intend to carry over from this total fund into 2021/22? | £10772 |
| Total amount allocated for 2021/22 | £17680 |
| Total amount of funding for 2021/22. To be spent and reported on by 31st July 2022. | £28452 |

Swimming Data

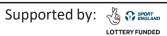
Please report on your Swimming Data below.

| 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 | |
| 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 | % |
| 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 this must be for activity over and above the national curriculum requirements. Have you used it in this way? | Yes/No |













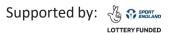
Action Plan and Budget Tracking

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: | Date Updated: | | |
|---|--|-----------------------|--|--|
| Key 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 | primary school pupils undertake at least 30 minutes 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 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: |
| | skill, a drill and a game. Children have equipment for free play. | £14000 | | |
| | HRVSSP for all Year 6 children. | | | |
| Key indicator 2: The profile of PESSPA | A being raised across the school as a to | ool for whole sch | nool improvement | 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: |











| Children to engage with the provision of PE and school sport to raise attainment and this to impact on | Pro-Sport to deliver sessions for children across the whole school | £7000 | |
|--|--|-------|--|
| * | Sports day to take place in key stages | | |

| Key indicator 3: Increased confidence | , knowledge and skills of all staff in t | eaching PE and s | port | 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: |
| Planning, sequencing and progression of skills and accurate assessment is achieved through the purchase of the PE app (Lancashire) Pro-Sport to deliver PE lessons to classes for CPD opportunities for teachers. | Use the app in school. Training for staff for the app. Programme with Pro-Sport to be delivered weekly across the year. | £450 | | |
| Key indicator 4: Broader experience o | f a range of sports and activities offe | ered to all pupils | - | 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: |













| Additional achievements: | Audit of current PE resources and equipment. | £500 | |
|------------------------------|--|------|--|
| and the range of sports they | Wider program of extra-curricular activities offered: kurling, football, multiskill, high fives, athletics | | |













| Key indicator 5: Increased participation | on 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: |
| School to access HRVSSP competitions. Regular intra school competitions | HRVSSP buy in to give new participants an opportunity to represent school. | £244.00 | | |
| | Maintain existing inter school competition programme. | | | |
| | Attend development festivals and inclusion events to engage the least active and SEND pupils. | | | |
| | Develop intra competition – at the end of units of work hold class/year group competitions | | | |

| Signed off by | |
|-----------------|---------------|
| Head Teacher: | Sarah Irvine |
| Date: | 07/09/2021 |
| Subject Leader: | Estelle Mason |
| Date: | 07/09/2021 |
| Governor: | P Bell |
| Date: | 10/09/2021 |











