## Evidencing the impact of the Primary PE and sport premium

Website Reporting Tool Revised July 2021

Commissioned by

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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.

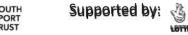
Pleasevisit<u>gov.uk</u>fortherevisedDfEguidanceincludingthe5keyindicatorsacrosswhichschoolsshoulddemonstrate animprovement.Thisdocumentwillhelpyoutoreviewyourprovisionandtoreportyourspend.DfEencouragesschools to use this template as an effective way of meeting the reporting requirements of the Primary PE and sport premium.

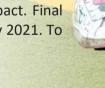
We recommend you start by reflecting on the impact of current provision and reviewing the previous spend.

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>.







| Total amount carried over from 2020/21  | £3,273  |
|---|---|
| Total amount allocated for 2021/22  | £18,040   |
| How much (if any) do you intend to carry over from this total fund into 2021/22?    | -£4,500 (due to spending on a new playground surface) |
| Total amount allocated for 2022/22  | £21,313   |
| Total amount of funding for 2021/22. To be spent and reported on by 31st July 2022. | £25,813   |

## 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.<br><b>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</b> |      |
| What percentage of your current Year 6 cohort swim competently, confidently and proficiently over a distance of at<br>least 25 metres?<br><b>N.B.</b> Even though your pupils may swim in another year please report on their attainment on leaving primary school<br>at the end of the summer term 2020.<br>Please see note above   | 100% |
| What percentage of your current Year 6 cohort use a range of strokes effectively [for example, front crawl, backstroke<br>and breaststroke]?<br>Please see note above  | 100% |
| What percentage of your current Year 6 cohort perform safe self-rescue in different water-based situations?  | 90%  |
| 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?  | No   |
| Created by: Physical Active Store Sport TRUST  | •    |

Created by: Physical Active Active Partnerships



## 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   | <b>Total fund allocated:</b> £18,040<br>£16,000 + £10 per child (204<br>children= £2040)                                       | Date Updated: 15.07.22                |   |  |
|--|--|---------------------------------------|---|--|
| <b>Key indicator 1:</b> The engagement of <u>all</u> pupils in regular physical activity – Chief Medical Officers guidelines recommend that                            |  |                                       | Percentage of total allocation:<br>%  |  |
| Intent   | Implementation   |                                       | Impact  |  |
| Your school focus should be clear what<br>you want the pupils to knowand be able<br>to do and about<br>what they need to learn and to<br>consolidate through practice: | Make sure your actions to achieveare<br>linked to your intentions:   | Funding<br>allocated<br>:             | Evidence of impact: what dopupils<br>now know and what can they now<br>do? What has changed?: | Sustainability and suggestednext steps:  |
| To increase activity levels during<br>playtime and lunchtime   | New equipment brought to<br>facilitate different sports  | £550                                  | <ul> <li>participate</li> <li>Increased activity levels<br/>during the school day</li> </ul>  | Discuss with pupils the range<br>of activities on offer.<br>Introduce new sports<br>dependent of student<br>interests. |
| All ks2 children receive 2 hours of<br>high quality PE lessons each week   | Hire the leisure centre sport hall<br>for 4 hours each Wednesday.<br>The additional space allows<br>increased activity levels. | £5,616<br>Cost to hire<br>sports hall | enjoyment/engagement in   | Following feedback from the<br>pupil interviews- include more<br>non-mainstream sports next<br>year.                   |

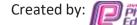






| Key indicator 2: The profile of PESSP.  | A being raised across the school as a  | tool for whole | school improvement  | Percentage of total allocation:  |
|---|--|----------------|---|--|
|   |  |                |   | %  |
| Intent  | Implementation   |                | Impact  |  |
| To make the new playground<br>suitable for outdoor PE lessons.<br>Also to be used for<br>games/activities at lunchtimes and<br>playtimes. | New surface area on the<br>playground  | £7,000         | lunchtimes and playtimes as<br>addition space has been allocated<br>for games.                        | Ensure outdoor PE lessons are<br>planned in during the summer<br>term.<br>Midday supervisor to organise<br>games and activities on the<br>new playground during<br>lunchtimes. |
| Whole school sports day to raise<br>the profile of PE   | Ensure there is enough<br>equipment to support the<br>increased number of children in<br>Key Stage 2 | £162.55        | All children participated in 4<br>competitive sports events against<br>children of a similar ability. | • Make the necessary<br>changes to sports day<br>based on this year's<br>evaluation  |

| Key indicator 3: Increased confidence | , knowledge and skills of all staff in t                         | eaching PE and sp | port  | Percentage of total allocation:                                 |
|---------------------------------------|--|-------------------|---|---|
|                                       |  |                   |   | %   |
| Intent                                | Implementation   |                   | Impact  |   |
| capabilities all key stage 2 teacher  | alongside teachers to plan and deliver a range of PE lessons for | hours per week)   | All key stage 2 teachers have<br>developed skills in delivering PE<br>and gained confidence | To develop Key stage 1<br>teachers PE confidence and<br>skills. |







| Key indicator 4: Broader experience of a range of sports and activities offered to all pupils                            |   |                     | Percentage of total allocation:   |   |
|--|---|---------------------|---|---|
| Intent   | Implementation  |                     | Impact  |   |
| Children to participate in the QEGS<br>key stage 2 events throughout the<br>year.  | Additional staff need to take<br>children off site and walk them<br>through the town centre safely  | £350                |   | Children were able to attend<br>the events off site. Without<br>the additional staff<br>members, it would not be<br>able to take the children to<br>these events. |
| For all key stage 2 children to have<br>the opportunity to participate in<br>OAA activities at an offsite<br>residential | To subsidise PP children<br>attending the residential to Lea<br>Green<br>Extra staff needed to comply<br>with Government ratios- to<br>provide cover in school and<br>additional staff at Lea Green | £3,230.35<br>£2,000 | All children took part in a range<br>of OAA activities. These<br>focused on team work,<br>communication and problem<br>solving. | Children were able to access<br>a range of activities that<br>aren't available at school or<br>within our immediate locality.                                     |







| Key indicator 5: Increased participation  | on in competitive sport  |         |   | Percentage of total allocation:   |
|---|--|---------|---|---|
|   |  |         |   | %   |
| Intent  | Implementation   |         | Impact  |   |
| For Key Stage 1 children to<br>experience sporting<br>opportunities/events outside of<br>school and with other local primary<br>schools | Olympics   | £176.60 | All children in Key Stage 1 have<br>participated in three events<br>across the year (unless absent).        | This has provided them with<br>a valuable experience and for<br>some children this was the<br>first time they took part in a<br>sporting event. |
| Key stage 2 children to participate<br>in sports events with other local<br>primary schools.  | Pay into the QEGS package which<br>offers sporting events for all key<br>stage 2 children over the year. | ,       | All key stage 2 children have<br>participated in various events at<br>QEGS (the local secondary<br>school). | This has help develop team<br>work, tactical thinking. Some<br>children have gone on to<br>pursue these sports outside<br>school.               |

| Signed off by   |          |
|-----------------|----------|
| Head Teacher:   | Rivera.  |
| Date:           | 20/07/22 |
| Subject Leader: | S.Higton |
| Date:           | 20/07/22 |
| Governor:       |          |
| Date:           |          |



