

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 makes</u> 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 **Quality of Education** 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 benefitpupils
 joining the school in future years
- The Primary PE and sport premium should not be used to fund capital spend projects; the school'sbudget should fund these.

Pleasevisitgov.ukfortherevisedDfEguidanceincludingthe5keyindicatorsacrosswhichschoolsshoulddemonstrate 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.

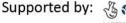
We recommend you start by reflecting on the impact of current provision and reviewing the previous spend.

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 HERE.













Details with regard to funding Please complete the table below.

Total amount carried over from 2019/20	£0
Total amount allocated for 2020/21	£19,610
How much (if any) do you intend to carry over from this total fund into 2021/22?	£0
Total amount allocated for 2021/22 (Allocation to be confirmed in Autumn 21)	£
Total amount of funding for 2021/22. To be spent and reported on by 31st July 2022.	£

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 ondry 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 evenif they do not fully meet the first two requirements of

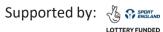
the NC programme of study	,
What percentage of your current Year 6 cohort swim competently, confidently and proficiently over a distance of atleast 25 metres?	90%
N.B. Even though your pupils may swim in another year please report on their attainment on leaving primary schoolat the end of the summer term 2020. Please see note above	Current Year 6 did not have the opportunity to attend swimming lessons this year for an assessment of their swimming attainment.
What percentage of your current Year 6 cohort use a range of strokes effectively [for example, front crawl, backstrokeand breaststroke]? Please see note above	90%
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 thismust be for	No







activity **over and above** the national curriculum requirements. Have you used it in this way?







Action Plan and Budget Tracking

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

Academic Year: 2020/21	Total fund allocated: £19,610	Date Updated: Jul	y 2021	
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 Key indicator 2: The profile of PESSPA being raised across the school as a tool for whole school improvement			Percentage of total allocation: 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 achieveare 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 ensure the recovery curriculum supports children being active after their time in 'lockdown'.	Even though there is limited space, ensure every class has at least 1 hour of PE a week during recovery	(see key indicator 3)	All classes had at least 1 hour of PE a week as part of the recovery curriculum. Additional breaktime	Home activities to continue to be posted on Dojo to ensure physical activity at home, and articles
To ensure pupils are building good, healthy habits at school and at home that will carry them into their future lives.	curriculum. Implement daily exercise challenges for children to complete at breaktimes and lunchtimes.	£1000 £2000	and lunchtime activities and challenges were introduced to increase physical activity, IMPACT: Staff and pupils are aware of different ways and formats that	within the school newsletter to help encourage and support parents with keeping their children active whilst at home.
To ensure the curriculum and extra- curricular activities are varied so that pupils enjoy and engage in physical activity.	Implement weekly home-exercise challenges via Dojo for children to complete at home either on their own or as a family.	(see Key indicator 5)	we can be physically active. Physical education and mental wellbeing are prominent part of the school's recovery curriculum.	Continue to purchase the correct equipment for Get Set 4 PE to ensure the curriculum can be delivered effectively.
To ensure pupils are active at breaks and lunch times to help reduce the risk of obesity and inactivity.	A fitness article in the school newsletter to encourage engagement of activity at home.		Pupils' skills continue to be developed and be refined. Activities posted on Dojo for pupils	Continue to purchase a wide range of lunchtime playground equipment to ensure variety.
Parents being aware of how to support their child in being active will ensure our pupils are fit and healthy citizens.	Organise after school sports clubs after recovery curriculum.		and families to participate in – pupils see being active as part of their daily lives.	















		Newsletter articles to outline ways
To support and develop pupils' gross	Continue to purchase the correct	in which parents can help keep
notor skills so they can progress	equipment for the Get Set 4 PE	their children be fit and healthy.
uccessful throughout their Physical	scheme.	
ducation.		IMPACT: Pupils make better active
Hata (Chaire and a constant and a	Increase the amount and range of	choices throughout the day and in
Il staff being a good example to pupils	sports equipment for break time and	their future lives.
y role modelling being active during PE essons, breaktimes, lunchtimes and	lunch time use.	Pupils to self-activate and lead
round school.		their own activities at home,
Todila Scribbi.	Play leader to organise and oversee	understanding the benefits of this.
	lunchtime activities, including	Parents aware of how to improve
	competitive sports	their child's lifestyle and small
		changes they can make to help
	Provide staff guidance/CPD on being	improve obesity levels.
	good role models for being active.	
		Playleader employed to organise
		and oversee lunchtime physical
		activities. IMPACT: All pupils are
		more physically active at
		lunchtimes.

Key indicator 3: Increased confidence,	Percentage of total allocation:			
				28%
Intent	Implementa	tion	Impact	
Your school focus should be clear	Make sure your actions to	Funding	Evidence of impact: what do	Sustainability and suggested
what you want the pupils to know	achieve are linked to your	allocated:	pupils now know and what	next steps:
and be able to do and about	intentions:		can they now do? What has	
what they need to learn and to			changed?:	
consolidate through practice:				













A subscription to a PE scheme that	Continue with online PE scheme –	£412	Subscribing to a Get Set 4 PE has	Continue to subscribe to the
comes with a clear, progression of skills	GetSet4PE		ensured progressive units of	scheme Get Set 4 PE to ensure
and subject knowledge for teachers will			learning have been delivered, even	the school' PE curriculum is
support their understanding, delivery	PE lead to monitor and support		during the recovery curriculum	varied and progressive, and to
and assessment of PE, thus ensuring a	teachers in PE and sport.		stage. Staff's subject knowledge and	support staff's subject
high-quality PE curriculum.		65000	understanding have been supported	knowledge and deliver of the PE
	Continue to purchase the correct	£5000	in the delivery of these units. Pupils	curriculum.
Purchasing resources in line with the	equipment for the Get Set 4 PE		are able to use specific vocabulary for their PE unit and are able to	
GetSet4PE scheme will ensure teacher	scheme		discuss the new skills they have	Continue to purchase the
are supported in their delivery of			learned.	correct equipment for Get Set 4
PE/Sport lessons, ensuring physical			icarrica.	PE to ensure staff are supported
activity is embedded throughout the			PE lead delivered CPD on the intent	and can deliver the curriculum
school.			of PE, a virtues-led approach and	effectively.
			challenge/scaffold during lessons.	,
The appointing of a PE lead will ensure			IMPACT: staff's subject knowledge	To ensure the quality of
quality monitoring and CPD for staff,			and understanding of how to	teaching and learning in PE -
thus impacting on the quality of			challenge and scaffold in PE has	Continue to support and
PE/sports lessons and learning taking			increased.	develop the PE lead within their
place.				role, and to ensure monitoring
			PE lead has not been able to	can safely take place post
			monitor due to COVID restrictions.	COVID.

Key indicator 4: Broader experience of	Percentage of total allocation:			
				5%
Intent	Implementa	tion	Impact	
Your school focus should be clear	Make sure your actions to	Funding	Evidence of impact: what do	Sustainability and suggested
what you want the pupils to know	achieve are linked to your	allocated:	pupils now know and what	next steps:
and be able to do and about	intentions:		can they now do? What has	
what they need to learn and to			changed?:	
consolidate through practice:				













Additional achievements: Selecting a range of sports and physical activities from the GetSet4PE scheme,	Through the GetSet4PE scheme, select units for PE lessons that would introduce children to new sports and physical activities, such as yoga, volleyball, fitness and OAA.		As part of the recovery curriculum, yoga was selected for the pupils' return ensure that their mental health was supported as well as their physical health.	Continue to review the PE curriculum to ensure breadth and opportunities to introduce new sports and physical activities.
and via extra-curricular activities, will ensure that pupils are introduced to a variety of new skills and experiences, thus developing their understanding and engagement in physical activity.	When suitable, source and organise a range of after school sports clubs such as vigor boarding, marital arts, boxing, archery, yoga and dance. When suitable, source and organise external enrichment days that exposes children to a range of physical activities, such as archery, orienteering, rock climbing and kayaking.	£500	IMPACT: Pupils were supported with their transition back to school, both physically and mentally. Due to COVID restrictions, external enrichment activities were not available. However, in summer term, school staff led on afterschool sports clubs: hockey, dance and yoga. IMPACT: extra-curricular sports opportunities allowed pupils to be physically active after school and to apply learned skills in different contexts.	Post COVID – start to increase the range of sports and enrichment activities for all pupils.











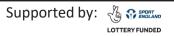


Key indicator 5: Increased participation in	competitive sport			Percentage of total allocation:
				46%
Intent	Implementation		Impact	
Your school focus should be clear what you want the pupils to know and be able to do and about what they need to learn and to consolidate through practice:	Make sure 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:
Employing a qualified sports coach will ensure that pupils access quality competitive activities during lunchtimes and after school care. Pupils are to participate in at least one competitive sport a week via lunchtime activities.	Employ a qualified sports coach to become a 'play leader' at lunchtimes and for after school care. Play leader to organise and oversee competitive activities at lunchtimes and after school.	£8,000	Playleader employed to organise and oversee lunchtime physical activities. IMPACT: All pupils are more physically active at lunchtimes and engages in competitive activities.	Continue to organise and host in-school sports competitions (eg Sports Day). Continue to purchase the correct equipment for competitive sports, including
Pupils participating in competitive sports will increase their personal skills, such as determination, resilience and teamwork.	Play leader, and other staff, to identify pupils who are not participating in competitive sports and guide to do so. Play leader/staff to keep a	£500	An in-school Sports Day took place July 2021 – a competitive athletics event against the house groups (completed in class bubbles due to restrictions). IMPACT: All children	athletics. Continue to review the PE curriculum for competitive sports opportunities (eg football
Pupils participating in competitive sports will increase their enjoyment for physical activity, reduce their health risks and apply their sports skills.	log/register of pupils who are participating and target those who are not. Pupils reward with a 'house point'	£500	participated in a competitive sports event. Children were able to apply their sporting skill sin a different context.	and athletics) Post COVID – enter children into sports competitions and organise competitive sporting
The school will develop links to other school communities – pupils will see sports enjoyed by other children and thus raise the profile.	when they participate in a competitive sport. PE lead to organise in-school sports competitions when possible to do so (or Sports Day and Enrichment)		Due to COVID, sports competitions and competitive sports against other schools did not take place.	opportunities with other schools.
To ensure there are competitive sports being taught in every year group during PE sessions.	(eg, Sports Day and Enrichment Days) If the pandemic rules allow schools to do so, source and organise for pupils to take part in sports			













competitions and competitive sports against other schools.		
Correct equipment to be purchased for a variety of competitive sports.		
Review the PE LTP to ensure there are competitive sports being taught.		

Signed off by	
Head Teacher:	Gurpreet Kaur
Date:	July 2021
Subject Leader:	Carolyn Prior
Date:	July 2021
Governor:	
Date:	











