Evidencing the impact of the Primary PE and sport premium

Website Reporting Tool Revised July 2021

Commissioned by

mille

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 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.

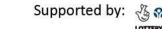
Pleasevisit<u>gov.uk</u>fortherevisedDfEguidanceincludingthe5keyindicatorsacrosswhichschoolsshoulddemonstrate animprovement.Thisdocumentwillhelpyoutoreviewyourprovisionandtoreportyourspend.DfEencouragesschools to use this template as an effective way of meeting the reporting requirements of the Primary 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 2019/20	£O
Total amount allocated for 2020/21	£19,010
How much (if any) do you intend to carry over from this total fund into 2021/22?	£
Total amount allocated for 2021/22 (Allocation to be confirmed in September 2021)	£
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 whicl school swimming restarts. Due to exceptional circumstances priority should be given to ensuring that pupils can perform safe self rescue evenif they do no 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? 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	88%
What percentage of your current Year 6 cohort use a range of strokes effectively [for example, front crawl, backstrokeand breaststroke]? Please see note above	88%
What percentage of your current Year 6 cohort perform safe self-rescue in different water-based situations?	75%
Schools can choose to use the Primary PE and sport premium to provide additional provision for swimming but thismust be for activity over and above the national curriculum requirements. Have you used it in this way?	No



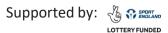


Action Plan and Budget Tracking

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: £19,010	Date Updat	ted: 15/9/2021]
Key indicator 1: The engagement of all p		Medical Offic	er guidelines recommend that primary	Percentage of total allocation:
school pupils undertake at least 30 minu	ites of physical activity a day in school			84%
Intent	Implementation		Impact-review July 2021	
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 help provide a recovery curriculum amidst the pandemic To help reduce the risk of obesity and inactivity Help develop physical development including gross and fine motor skills leading to better balance across the age range Reduce the effects of a sedentary lifestyle and lock down 	Introduce KM/mile a day – Pupils will walk or run at a self-selected pace for approximately 15minutes daily for KS2. Purchase appropriate play equipment	£7000	 -COVID restrictions & lockdown prevented a lot of the plans from being implemented. -Daily mile not introduced due to bubble restrictions & social distancing measures in place. -Staff on duty with bubbles at playtime (20mins) and lunchtime (60mins) have been trained to encourage pupils at least 30mins of high impact physical activity each day. -Investment made into playtime/lunchtime equipment to support this physical activity. Rotas put into place ensuring a variety of activity available (football, skipping, hoops etc) 	-With restrictions easing, explore how to incorporate daily mile into daily routine. -Continue training & monitoring of support staff to encourage physical activity during unstructured times. -Purchase more playground equipment to encourage physical activity engagement.





•	engaged in regular physical activity Increase activity levels of pupils within KS1 and 2, ,with a focus on girls in years 5 & 6 Year 5/6 to be trained as playmakers to help deliver activities at lunchtime once COVID guidance permits Increased opportunities to	Review lesson format. Implement two 50 minute lessons a week rather than one 100 minute Increase the range of equipment available for pupils to play with at break and lunchtime. Consider the impact of COVID 19 – equipment to be available for each bubble. Harlequins to deliver METTLE and tackling health	£3000	separate the 2 PE lessons each week. KS1 staff able to implement 2 separate lessons. -Girls in Year 5/6 targeted by external programmes/coaches (Girls FA) & activity levels increased. Rotas put inti place for	now that bubble restrictions eased.
•	Increase the amount of physical exercise pupils participate in Continue to develop and embed healthy competition between houses and other schools. Increase the range of activities Create lifestyle habits that can be sustained following the end of beat the street	Promote beat the street Harlequins to deliver METTLE and Tackling health		-School Travel Plan Silver award achieved with more pupils travelling to/from school in a more active way (walk, scoot, cycle). -Pedestrian & cycling training offered to pupils via local training schemes.	Continue to promote & now aim for Gold status.
•	Increase engagement in regular physical activities Improve teacher expertise with early years and KS1 Provide a more diverse mix of COVID friendly activities at break and lunchtime	Provide INSET for relevant staff and ATs Identify specific areas that staff would like support with	£1000	-Staff on duty with bubbles at playtime (20mins) and lunchtime (60mins) have been trained to encourage pupils at least 30mins of high impact physical activity each day.	





 Swimming lessons offered to all pupils in Years 4 and 5 	Lessons delivered by local professionals in a high quality, purpose-built local venue. VKE to ensure that provision includes development that teaches pupils to : • swim competently, confidently and proficiently over a distance of at least 25 metres	£5000	-Swimming did not happen after November due to restrictions in place.	-Swimming to be restarted with focus on Year 5/6.
	 use a range of strokes effectively perform safe self-rescue in different water-based situations 			

K	Xey indicator 2: The profile of PESSPA be	eing raised across the school as a tool for	whole schoo	ol improvement	Percentage of total allocation:
					5%
	Intent	Implementation		Impact-review July 2021	
y a w	our school focus should be clear what ou want the pupils to know and be ble to do and about what they need to learn and to onsolidate 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:
•	sport within the school environment Experience a broad range of sports to develop physical, mental and social well-being Create a greater understanding of	Engagement in the schools competition calendar provided by sport impact Participation in school house competitions Use of social media, school website,		-When restrictions eased, school has been involved in competitions with other schools. -Wide range of after school clubs in place & oversubscribed.	Continue & embed further.
•	sports and activities covered in lessons through a curriculum that develops a wide range of skills Raise the profile of PE with all	assemblies and the newsletter to share success Use of Getset4PE to provide a skeleton		-New PE curriculum introduced with practice beginning to be embedded through high quality monitoring.	

Created by: Physical Active & SOUTH SPORT Education Partnerships





•	stakeholders by celebrating sporting achievements Pupils will gain an understanding of sportsmanship through the virtues led approach	plan for schemes of learning Celebration of sportsmanship within and demonstration of the virtues in a sporting context within lessons	-House competitions restarted when restrictions eased.
•	Raise the profile of PE with all stakeholders by sharing information about the events	Broaden the range of House competitions offered	See above
•	Increase opportunities for participation in activity	Introduce active play through story telling for KS1 and 2 girls	
•	Improve fitness and coordination	Involvement in FAGSH	
•	Develop a greater understanding of sportsmanship through the virtues led approach		
•	Create further opportunities for the playmakers to develop leadership skills further once COVID guidance permits		
•	Increased opportunities for pupils to engage in competition, initially within school		







Key indicator 3: Increased confidence, kr	nowledge and skills of all staff in teaching	ng PE and sport		Percentage of total allocation:
				5%
Intent	Implementation		Impact-review July 2021	
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:
 Increase confidence, subject knowledge and skills of relevant staff teaching early years KS1 PE. Improve teachers' expertise to improve pupil progress though KS1 Increase provision of high quality teaching and learning 	Provide relevant INSET for KS1 teachers Work with the KS1 PE coordinator Relevant staff to attend active play through story-telling and the primary teachers award VKE to carry out regular learning walks	£1000	-All staff in KS1 trained up to deliver PE using new scheme. -KS1 PE lead has settled into role & has been supported by PE specialist team.	-Mirror similar CPD/support model in KS2 net year as all KS2 teachers will be teaching PE. -Plan in further support from VKE & NSE as secondary team no longer involved in direct teaching in primary.
 PE specialists to attend relevant primary phase, specific CPD to develop greater knowledge to ensure high quality delivery of PE and school sport 				

Key indicator 4: Broader experience of	Percentage of total allocation:			
Intent	Implementa	tion	Impact-review July 2021	%
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:









•	Increased opportunities for pupils to learn how to play a variety of sports	Equipment provided for each bubble Where COVID guidance permits, use of leaders to support with delivery. Leadership programme to commence when COVID guidance permits.	impact £3000	-Staff on duty with bubbles at playtime (20mins) and lunchtime (60mins) have been trained to encourage pupils at least 30mins of high impact physical activity each day.	Continue to embed.
•	Leadership skills to be promoted in all PE lessons Improved self-confidence of pupils within PE lessons	Leadership skills to be developed with PE lessons for KS2 Reward pupils for demonstration of virtues within lessons		-Investment made into playtime/lunchtime equipment to support this physical activity. Rotas put into place ensuring a variety of activity available (football, skipping, hoops etc)	







Key indicator 5: Increased participat	on in competitive sport			Percentage of total allocation:
				5%
Intent	Implementation		Impact-review July 2021	
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: • Review the curriculum map to	Make sure your actions to achieve are linked to your intentions: Gain specialist support from sports	Funding allocated: £1010	Evidence of impact: what do pupils now know and what can they now do? What has changed?: -All staff in KS1 trained up to deliver	Sustainability and suggested next steps: Continue with Sports Impact
 ensure that it provides continuity across each key stage and accour for the effects of the pandemic Develop fundamental skills and enable pupils to gain knowledge and understanding about a variet of sports and activities, whilst 	ts designing a curriculum map Use of Getset4PE		PE using new scheme. -KS1 PE lead has settled into role & has been supported by PE specialist team. -Sports Impact team have	support & embed further.
 Provide a construction of sports and activities, whilst helping to develop an experience healthy competition within lesson Ensure pupils are able to enjoy ar achieve. Furthermore, ensure that they feel safe to explore in the environment created 	of Work in line with the PE coordinator for key stage 1 and the early years		supported well.	
 Embed the school virtues and link to elements of sportsmanship 				
 Focus on developing healthy activities and an understanding of the importance of exercise 				
 To support all teachers who deliv PE To provide a resource to help 	er Provide INSET on Getset4PE			
 To provide a resource to help create an effective curriculum ma Ensure all teachers have access to Getset4PE and that are able to us this effectively 				





Signed off by:	Signed off by:		
Head Teacher:	Sukhi Rai		
Date:	July 2021		
Subject Leader:	Vicky Graham-Kelly		
Date:			
Governor:	LGB		
Date:			







Key indicator 5: Increased participation 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:
		£		

Signed off by	
Head Teacher:	
Date:	
Subject Leader:	
Date:	
Governor:	
Date:	





