

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

## **Swimming Data**

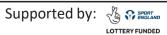
Please report on your Swimming Data below.

| 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 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?   | %      |
| <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 2022. 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 <b>over and above</b> the national curriculum requirements. Have you used it in this way?   | Yes/No |













### **Action Plan and Budget Tracking**

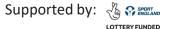
Capture your intended annual spend against the 5 key indicators. Clarify the success criteria and evidence of impact that you intend to measure to evaluate for pupils today and for the future.

| Academic Year: 2021/22  | Total fund allocated: £   | Date Updated: April 2022 |   | ]  |
|---|---|--------------------------|---|--|
| <b>Key indicator 1:</b> The engagement of a primary school pupils undertake at le   | 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<br>allocated:    | Evidence of impact: what do pupils now know and what can they now do? What has changed?:  | Sustainability and suggested next steps:   |
| Create a new safe space for pupils to<br>be more active during the school day<br>—<br>Bike track<br>Additional outdoor resource — trim<br>trail             | to make the carpark safe for children<br>to use — bikes, go karts, scooters<br>Plan, design and install a new trim<br>trail in an identified area outside | £4,106<br>£15.520        | Pupils can use a large space safely to access bikes and scooters — increased movement opportunities  New trim trail — timetabled use for pupils, increased physical activity during the school day.  Used for pupils to sensory | Purchase new bikes, repair old<br>bikes and go karts<br>Purchase additional helmets<br>Continued use all year – 80% of<br>pupils in school |
|   |   |                          | regulate throughout the day —<br>improved readiness to learn  | Domanta a of tatal allocation  |
| <b>Rey Indicator 2:</b> The profile of PESSPA   | A being raised across the school as a to  | ool for whole sch        | looi 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:   |













| Dance event – whole school sports<br>week   | Dance company to attend and deliver cheer leading type dance sessions for all pupils as part of our sports week – outdoor event – celebration |   | Resources purchased to 'dance'<br>in school |
|---|---|---|---|
| Increase physical activity across<br>school | Pupils across key stages access rugby tots — Outside coach to come into school to run sessions 2 x sessions per week — Autumn & Summer term   | improve mobility, increase<br>activity level, develop and<br>practice key fundamental skills,<br>take part in competitive sports at<br>an appropriate level |   |

| Key indicator 3: Increased confidence, knowledge and skills of all staff in teaching PE and sport   |   |                    | 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: |
| Provide a range of opportunities for pupils across an ability range to be more active   | Re stock music & Movement –<br>provide classes at key stage 1<br>planned sessions to do in their<br>classes | £200               | Classes planned music and movement into their day — increased movement opportunities for pupils      | Continued use of resources purchased     |
|   | Provide yoga resources/training for Key stage 2 classes   |                    | Classes planned yoga/wake up & shake up into their day — increased movement opportunities for pupils |  |
| <b>(ey indicator 4:</b> Broader experience of   | of a range of sports and activities off   | fered to all pupi  | ls   | 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:  New sporting activity opportunities   | Climbing wall hire for sports week.<br>80% of pupils given this<br>opportunity | £350               | door and adventurous activities as part of our school sports week                        | Provide an opportunity for a residential outdoor and adventurous break for a different cohort of pupils |
| Multi sensory based physical sessions   | Bendrigg residential – PMLD<br>cohort  | £5000<br>£150      |  |   |













| Key indicator 5: Increased participation in competitive sport   |   |                    | Percentage of total allocation:  |  |
|---|---|--------------------|--|--|
|   |   |                    |  | %0   |
| 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:   |
| Whole school Sports Day – Inclusive<br>Competition – races, challenges  | Group the children accordingly to hold races and competitions. Provide challenge for all pupils | N/A                | ALL children took part in a race/competition of some sort — Summer Sports evet — whole school Very positive response — change in how we run sports day | Change of how we will run<br>sports day in future – continue<br>to provide this competitive<br>element |

| Signed off by   |                   |
|-----------------|-------------------|
| Head Teacher:   | Paula Barlow      |
| Date:           | April 2022        |
| Subject Leader: | Sophie Martindale |
| Date:           | April 2022        |
| Governor:       |                   |
| Date:           |                   |











