

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 2023.**

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 2023. To see an example of how to complete the table please click <u>HERE</u>.

Created by:

















Details with regard to funding Please complete the table below.

Total amount carried over from 2021/21	£15, 112
Total amount allocated for 2021/22 – October 2021	£10,200
How much (if any) do you intend to carry over from this total fund into 2021/22?	£1,794 - Feb 2022
Total amount allocated for 2021/22	£25, 312
Total Amount allocated Grant received May 2022	£ 7, 290
Total amount of funding for 2021/22.	£17, 490
To be spent and reported on by 31st July 2022.	= £32, 602

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? 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	43% = Current Y6 % = Current Y5
What percentage of your current Year 6 cohort use a range of strokes effectively [for example, front crawl, backstrokeand breaststroke]? Please see note above	43% = Current Y6 % = Current Y5
What percentage of your current Year 6 cohort perform safe self-rescue in different water-based situations?	% = Current Y6
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?	Yes/No













Action Plan and Budget Tracking

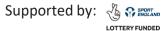
Capture your intended annual spend against the 5 key indicators. Clarify the success criteria and evidence of impact that you intend to measure to evaluate for pupils today and for the future.

Academic Year: 2022/23	Total fund allocated:	Date Updated:	December 2022	
primary school numils understake at least 20 minutes of physical activity a day in school			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:
 Every class in both schools have a weekly session of 1 hour - 1½ hours minimum, as well as carrying out the Daily Mile for 15 minutes every day in every year group. Skills and knowledge are taught sequentially and consistently from Reception to Year 6 to ensure progression is made and skills are developed every year by consistently using the REAL PE Jasmine scheme from EYFS-Y6. 	schools to ensure every class has a weekly session of at least 1 hour/ an afternoon. - A Long-Term plan and a Medium-Term plan has been put together for teachers to follow which outlines the objectives, sports and skills that need	REAL PE Jasmine scheme/member ship: £695.00 Kit- £1,263+84+371 =£1718	knowledge and skills and apply this to an afterschool club, clubs outside school, tournaments/ competition's and to everyday life as the 6 main areas of development under the REAL PE Jasmine scheme; Cognitive, Social, Personal, Physical, Fitness, Creative.	Create competitions' and tournaments across both year groups/schools to develop competency. RAG children against the skills/objectives in PE termly on the assessment sheets made by the PE Coordinator to assess each child against each skill in each unit.













Key indicator 2: The profile of PESSPA	being raised across the school as a to	ool for whole sch	ool improvement	Percentage of total allocation:
				%
Intent	Implementation	Implementation		
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:
- We aim to raise the importance of Physical Education, School Sport and Physical Activity across our Federation and use this as a tool for whole school improvement by		Autumn-1,149 Spring-£0	Children are becoming more mindful about Physical Activity and are beginning to incorporate the knowledge and skills they have developed in	Create games, PE days, competitions' and tournaments across both yea groups/schools if this is allowed next academic year t
upskilling teaching staff and ensuring weekly sessions take place	-KS1 – Playground equipment	Summer-£2081 =£3230	their everyday lives e.g. how they travel to school, how they can make healthy choices and joining a club outside of school.	develop a competitive culture that values physical activity.
- As well as this, staff and pupils	Repairs - KS1 AND KS1 Playgrounds Across the Federation, our aim is to upskill teaching staff, ensure		Using the new scheme, we now develop the whole child by building on the 6 main areas: Cognitive, Social, Personal, Physical, Fitness, Creative, and all of the skills within these.	Personal, Physical, Fitness, Creative, and all of the skills within these using the Real P scheme confidently. RAG children against the
knowledge to live healthy lifestyles and to participate in physical activity on a daily/weekly basis and carry out the Daily Mile everyday to improve fitness levels and mobility.	weekly sessions take place at a high quality to develop children's enjoyment, skills and capabilities and to develop children's confidence so that they can participate in sporting tournaments and competitions to the best of their abilities.		Children are beginning to develop a love of fitness, being	skills/ objectives in PE term using the PE unit overviews and ragging children against the skills.
	-forest school surveys and repairs			













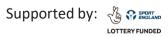
- As well as this, pupils should also be provided with the knowledge to live healthy lifestyles.		
--	--	--

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	
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:
 All teaching staff need to develop their confidence of planning and delivering PE lessons by planning and delivering PE sessions/activities alongside and with the guidance of the PE Coordinator using the Real PE scheme. All teachers must understand what skills need to be developed in each year group using the in order for pupils to make sequential progress during their time at Primary School. 	- All staff need to liaise closer with the PE tutor in order to gain valuable knowledge and an understanding of the skills to be taught. - Ensure all teaching staff are present during PE lessons and have gained an understanding of key skills and	-See SH active spending (training included for LTS)	Monitor the impact of all of this through lesson observations and teacher/ pupil interviews and questionnaires. Hold a Staff Meeting (AUTUMN & SUMMER term) to gain feedback, monitor effectiveness of the PE tutor, and discuss next steps and teachers areas of improvement going forward.	 Extend TEACHER KNOWLEDGE by attending a whole school training session. Have regular opportunities to teach lessons under the support of the PE lead, receiving guidance, feedback and targets for improvement to inform and improve future teaching and learning in PE.
- Gain valuable knowledge and an understanding of the skills to be taught from the experienced PE	knowledge in many physical and sport related activities e.g. gymnastics, invasion games. - Gain valuable knowledge and an understanding of the skills to be taught from the experienced PE tutor. - Up to date resources and equipment are used frequently during PE lessons to continuously develop skills and understanding.	See £ for equipment spent		 Order more equipment to support the teaching of Real PE. Looking into further Staff Training for all staff members if required AND/OR subject leader.











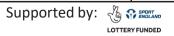


	- Have regular opportunities to teach lessons under the support of the PE Tutor, receiving guidance, feedback and targets for improvement to inform and improve future teaching and learning in PE. Forest school lead training			
Key indicator 4: Broader experience o	f a range of sports and activities offe	ered to all pupils	L	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:	Whitmore Lakes - Y6 AUTUMN Camp??	Autumn deposit-£102 Spring-£942	Monitor the impact of all of this through lesson observations and teacher/ pupil interviews and questionnaires.	development and next steps
Ensure a wide range of sports and activities are offered to children to give them choice and variety.	Tappy toes	Summer- £208+204+173 £ 1,629 Autumn-£1955		to improve teaching and learning. - Looking into Staff Training for all staff members.
Pupils knowledge, skills and understanding need to be improved so that they are showing an increased level of enjoyment and commitment to physical activity and sport at school.	Progressive sports/SHactive-KS1 Progressive sports-football- KS2 SHActive-Lunchtime sports club for KS1 and 2 Stage for performances	Spring-£2,670		













	I	













Key indicator 5: Increased participatio	n 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:
showing an increased level of enjoyment and commitment to sport, maybe a particular	what sports they enjoyed, what sporting		Children are beginning to create games to play during break/ lunch times. Children are extremely enthusiastic to participate in PE days, competitions' and tournaments across both year groups/ schools which has started to develop a competitive culture that values physical activity in school. When participation is increased, schools can start entering sporting events and tournaments.	Pupil Question on sports they are involved in at school, outside school and ask what they would be involved in if they had the opportunity to. Class Questionnaire - what sports could we get involved in as a class? Could we compete with another year group? Look into school tournaments in 2021-2022 if these are allowed to take place safely.

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











To do:

MS FORMS – after school clubs attendance/ what clubs would they want?

Athletics, netball, cricket - upcoming events/ clubs

Netball Club – Monday SPR2

ATHLETICS – SUMMER

IDEAS - Healthy eating day/week -

- 1. Fruit/veg tasting (make a fruit salad/or a healthy snack)
- 2. Dress up as your favourite athlete/sporting star
- 3. Healthy lifestyle balanced diet (plates)
- 4. Learn a style of dance e.g. hip hop, bhangra, street, jazz, tap, Irish, ballet.
- 5. Complete a 2km walk/run/sprint











