

# 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.

Pleasevisit<u>gov.uk</u>fortherevisedDfEguidanceincludingthe5keyindicatorsacrosswhichschoolsshoulddemonstrate 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.** 

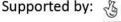
We recommend regularly updating the table and publishing it on your website throughout the year. This evidences your ongoing self-evaluation of how you are using the funding to secure maximum, sustainable impact. Final copy must be posted on your website by the end of the academic year and no later than the 31st July 2021. To see an example of how to complete the table please click <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	£17,380
How much (if any) do you intend to carry over from this total fund into 2021/22?	£1,180
Total amount allocated for 2021/22	£17,380
Total amount of funding for 2021/22. To be spent and reported on by 31st July 2022.	£18,560

# **Swimming Data**

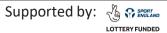
Please report on your Swimming Data below.

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	No swimming sessions took place during 2020 / 2021 due to leisure centres not being open - COVID
What percentage of your current Year 6 cohort swim competently, confidently and proficiently over a distance of at least 25 metres?  N.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 2020.  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?	No













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

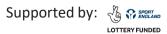
Capture your intended annual spend against the 5 key indicators. Clarify the success criteria and evidence of impact that you intend to measure to evaluate for pupils today and for the future.

Academic Year: 2020/21	Total fund allocated:	Date Updated:		
<b>Key indicator 1:</b> The engagement of primary school pupils undertake at least	Percentage of total allocation: 14%			
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 pupils achieving the statutory DfE target of 30 active minutes daily.	Employ a Sports Coach to deliver lunchtime club/activity x1 per week for the least active and disadvantaged pupils.  Development of pupil led activities at lunchtime through lunchtime leaders in EYFS/KS1 playground. Not able to take place across cross phases / Key Stages due to COVID restrictions.  Additional support at lunchtime provided	£1033.50 PE Resources £1436	Lunch time clubs have supported the return to physical activity following COVID and have educated the less active in healthy active lifestyles.  Targeted intervention provides confidence in a smaller focused group where participants are physically active for 30 minutes.  Targeted pupils are more involved and participate to a higher fitness level in class PE lessons.  Raising levels of physical engagement in school, eg increased numbers involved in lunch time activities through the Sports coach.	Further development of structured activities at lunchtimes by lunchtime leaders when COVID restrictions are removed. The aim will be to provide structured playtime opportunities to all EYFS/KS1 children to encourage them to be physically "active" at lunchtimes.  Benefits include the development of core motor skills, fitness and mental well-being as well as increased social integration. Re-introduction of playtime leaders – will need to be in phases Y2 for KS1 / Y4 for Lower KS1 / Y6 for Upper KS2.











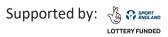


All pupils achieving the statutory DfE target of 30 active minutes daily.  All pupils achieving the statutory DfE	PE subject lead to develop daily activity programme for pupils in school and monitor behaviour patterns.  Access Lunchtime Supervisor training		Daily mile has helped with EYFS/Year 1's concentration and readiness to learning.  N/A	Maintain daily mile (EYFS) and wake n shake (KS2 as part of the school day as studies should the positive impact it has on children's focus, especially in the afternoons.  KS1 to participate in the daily mile Discuss introduction of Daily Mile with KS2 staff in September.  PE Leader to establish lunchtime
target of 30 active minutes daily.	on Active Lunchtimes as part of Trailblazers (postponed due to COVID- 19)			resource boxes and deliver training for Lunchtime Supervisors
<b>Key indicator 2:</b> The profile of PESSPA	A being raised across the school as a to	ool for whole sch	ool improvement	Percentage of total allocation: 36%
Intent	Implementation		Impact	
Your school focus should be clear	Make sure your actions to achieve	Funding	Evidence of impact: what do	Sustainability and suggested
what you want the pupils to know and be able to do and about what they need to learn and to consolidate through practice:	are linked to your intentions:	allocated:	pupils now know and what can they now do? What has changed?:	next steps:













Anomaly Board in the playground	Training to take place with key staff	Unfortunately, due to the COVID 19	Anomoly board to be removed
		pandemic and school closure no	and returned as contract is being
	Customised videos to be produced	training has taken place and the	ended.
	following training.	board has not been used to its full	
		potential. Therefore we have	Installing an ActiBall Sports Board
	Use to promote and celebrate PE/sport	decided to end the contract and	for use at playtime/ lunch and PE
	and activity.	allocate the spend for next year	sessions.
		elsewhere.	

Key indicator 3: Increased confidence,	knowledge and skills of all staff in te	eaching PE and sp	port	Percentage of total allocation:
				42%
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 staff to feel confident to deliver high quality gymnastic PE lessons that enable children to have positive experiences in PE	Teacher and TAs to attend gymnastics sessions with children.	Sports Coach £7,351 Balance £117	Due to COVID regulations numbers needed to be reduced so only 1 year group was able to attend the gymnastics sessions. Positive responses from children and staff attending.	To continue with gymnastics at the local centre and staff to then be able to support back in school.
Provide training and ongoing CPD for teaching and support staff to ensure that all members of staff deliver/assist with high quality PE teaching to help raise PE outcomes.	Staff to receive additional CPD whilst Team Teaching with an external sporting coach.		CPD for staff ensures that lessons are assisted/taught by competent, confident and experienced support staff.  Due to COVID situation and regulations this did not take place from January 21. Children were taught in smaller groups to receive targeted physical activity in order to increase their physical skills and improve health and well being following lockdown.	Further training opportunities to be arranged, guided by audit of current skills and confidence of teaching staff.











Plan and develop a PE curriculum that is	Develop a balanced curriculum map		Key assessment criteria support	Learning walks to ensure
broad and engaging for all and meets the	for PE.		teachers every half term on teaching	teachers feel confident, are
requirements of the national curriculum.	Develop a broad and progressive PE		and physical skills to ensure a broad	supported and evidence of CPD.
	curriculum.		and progressive PE curriculum.	
	Staff able to provide higher quality PE			
	lessons to pupils due to an increase in		Curriculum map provides a focus for	
	confidence and knowledge in PE.		teachers.	
Key indicator 4: Broader experience o	I f a range of sports and activities offe	red to all pupils		Percentage of total allocation:
				5%
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 children to enjoy being physically	Employ Sports Coach x2 afternoon a	Lunchtime club	Engaged children who are less	Lunch time clubs to continue
active and develop physical literacy through participation in a broad range of	week to deliver sports at lunchtime.	£915	engaged in PE.	with a focus on targeted childrened E.g. disengaged, behaviour,
structured and unstructured activities		-£1.50 balance	Teaching rules, sportsmanship and	fundamental skills, confidence,
during extra-curricular time (Lunchtimes and break times).	Employ external coach provision to provide extracurricular clubs after		team games and competitions.	leadership.
	school x1 weekly.		As after school clubs did not take	After school clubs to be ran or
	,		place due to COVID additional sports	overseen by staff.
	Offer extra-curricular coaching		support was provided at lunchtimes.	,
	provision after school through			Lunchtime leaders to trained an
	ProStars x 1 weekly.			re-introduced. This will be in
				Year phases.











Key indicator 5: Increased participatio	n in competitive sport			Percentage of total allocation:
				2 %
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 pupils to participate in intra and inter school competition within and beyond the School Games offer.	Liaise with School Games Organiser and School Sports Partnership. Promote the School Games values around school. Promote the School Games and other competition with staff and pupils in school and celebrate achievements. Organise teams of pupils for participation in competitions.	£400 Youth Sports Trust £0	between schools due to COVID.  Children have taken part in the Gloucestershire School Virtual Games Acativities.	Join new local schools football 'league' for Year 3 / 4 Year 5/6. Provide increased opportunities for children who would not normally access inter competition by using networks and local schools to arrange B and C team or 'friendly' competitions/fixtures Identify pupils who may benefit from these additional opportunities specifically capturing the pupil premium children

### Key achievements to date until July 2021:

During lockdown, opportunities to remain active were promoted weekly via home learning links provided by the class teachers. Information was also shared via the school website.

CPD coaching provided by sports coach to staff September – December.

From January 2021 - Small group teaching in PE enabled more adult to child ratio to address physical / health needs on return from lockdown.

Targeted Interventions for children to focus on core strength / co-ordination / balance – 'fizzy'

Daily mile was trialled in reception. Positive response from staff and children.

Positive attitudes to improving our Health and Well-being.

Year 2's enjoyed gymnastics.

### Area for further improvement and baseline evidence of need:

Covid-19 has had a significant impact on pupils' health and well-being, both mentally and physically. Pupils who need support with these areas will be identified and supported through the Sports Premium for next academic year.

Restart local competitions and engage fully with The Local football League and Gloucestershire School Games.

Daily Mile to be established in KS1. Daily Mile / Wake and Shake in KS2.

Purchase and install Activall to support physical activity at break / lunch /and with Interventions.

Greater numbers to take part in gymnastics sessions as restrictions have now eased.

Continue to deliver well-being activities to support children's mental health.

MDSA playtimes training provided. Resources provided to support more active breaks. Swimming to resume – sessions to be an hour's intensive swim.







Signed off by	
Head Teacher:	P Howell
Date:	July 21
Subject Leader:	S Coleman
Date:	July 21
Governor:	A Griffiths
Date:	Sports Premium Action plan and finances reviewed at both Finance and Resources Committee and Full Governors.









