

Evidencing the Impact of the Primary PE and Sport Premium

Website Reporting Tool
Revised November 2019

Commissioned by



Department
for Education

Created by



YOUTH
SPORT
TRUST



Support for review and reflection - considering the 5 key indicators from DfE, what development needs are a priority for your setting and your pupils now and why? Use the space below to reflect on previous spend and key achievements and areas for development.

Key achievements to date until July 2022:	Areas for further improvement and baseline evidence of need:
<ul style="list-style-type: none"> • Schools Games Mark achieved – bronze level • Children engaged in at least 2 hours of high quality P.E. per week • Most children are active for at least 30 minutes every school day through the improved opportunities/resources given at lunchtime. • Confidence and knowledge of staff is maintained by the use of high quality CPD and mentoring by a P.E. specialist • Children engaged in a large number of competitive opportunities. Children achieve well in competitions and commonly win or achieve in the top 3 places within both the cluster and wider county tournaments. • Children have been involved in additional trips to develop a passion for different sports. (e.g. canoeing/climbing etc.) • New PE equipment has been purchased by the School Council after consultation with the whole school to enhance provision at lunchtimes. • Exposure to outdoor living - Camping on school grounds - First residential. 	<ul style="list-style-type: none"> • Continued development of the P.E curriculum and teacher confidence in the progression of skills document – improving teacher knowledge and skills, ensures a progressive, skills driven curriculum. • Maintain standards of CPD during periods of staff turnover • Create a sports crew throughout the year to promote different sports and events at lunchtimes. • Ensure that year on year, young leaders and sports crew set up to support the implementation of physical activities and personal challenges at lunchtimes. • Provide incentives to engage further with physical activity. If not keen, what physical activity would they like to take part in? Further develop the role of the Sports' Crew; regular meetings, varied timetable of activities provided, pupil voice – what would they like to do, what barriers prevent increased activity? • PE leader to oversee events and support sports crew in providing regular activities and competitions. • Focus upon year 6 children moving on to secondary school and how best to support their sporting goals. • Continue to improve the number of active minutes each day to 30 minutes and track the engagement of all children (skipping/mile a day) • Continue to seek opportunities to provide additional enrichment opportunities for children • Continue to maintain standards of engagement and seek opportunities to encourage all children to take part in festivals and competitions • Audit need and purchase equipment to support new provision. • Increase the percentage of Y6 leavers who can swim competently, confidently and proficiently – continue to provide 'top up'

Created by:

Supported by:



Supported by:



	<p>swimming blocks' for those children not reaching expected standards.</p> <ul style="list-style-type: none"> <input type="checkbox"/> PE – Parent Encouragement project plan to create healthy living and lifestyle choices, reduce obesity and enhance both physical and mental health. <input type="checkbox"/> Audit of PE equipment <input type="checkbox"/> Purchase of new equipment (if necessary children take part in a sponsored healthy activity to raise funds) <input type="checkbox"/> Lunchtimes target clubs for disadvantaged/ELSA support children <input type="checkbox"/> Lunchtime activity cards or PB challenges (nominate someone responsible to record participation and signpost to clubs outside of school. <input type="checkbox"/> Enter Inter school comps and virtual school games <input type="checkbox"/> More lunchtime leagues, various sports throughout year record and monitor dynamic <input type="checkbox"/> Sports leaders
--	--

Meeting national curriculum requirements for swimming and water safety.	
<p>What percentage of your current Year 6 cohort swim competently, confidently and proficiently over a distance of at least 25 meters?</p> <p>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 2021/22.</p>	76%
What percentage of your current Year 6 cohort use a range of strokes effectively [for example, front crawl, backstroke and breaststroke]?	76%

<p>What percentage of your current Year 6 cohort perform safe self-rescue in different water-based situations?</p>	<p>76%</p>
<p>Schools can choose to use the Primary PE and Sport Premium to provide additional provision for swimming but this must be for activity over and above the national curriculum requirements. Have you used it in this way?</p>	<p>Yes</p>

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 - 2022	Total fund allocated: £17,726	Date Updated:		
Key indicator 1: The engagement of <u>all</u> pupils in regular physical activity – Chief Medical Officer guidelines recommend that primary school pupils undertake at least 30 minutes of physical activity a day in school				Percentage of total allocation:
				%
Intent	Implementation		Impact	85
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:

<p>- To increase activity during playtimes and lunchtimes</p> <p>Engage children in a wider variety of sports and activities as leaders and participants.</p> <p>Swimming main round – to increase the number of pupils able to swim 25m by the time they leave Y6. Year 3 class plus</p>	<p>Purchase new equipment for lunchtimes (chosen by the children).</p> <p>Outside gym equipment Ropes Painting on the playground Scooters and balance bikes for Year groups/different playground areas</p> <p>Arrange fixtures with other schools</p> <p>Run intra-school comps – team games, officials, planning , scoring</p> <p>Main Swimming round (Y3 and Y4) to include other pupils who</p>	<p>£8594</p> <p>£1280</p> <p>£2094</p> <p>£1250</p> <p>£300 - transport</p> <p>£500 resources for certs, displays and medals</p> <p>£1407</p>	<p>Children enjoy lunchtimes and the variety of equipment available to them. They participate in a wide range of activities.</p>	<p>Monitor and review teachers and classes' engagement in all activities and consider rotating activities to provide variability.</p> <p>Pupil conference about lunchtimes and what the next steps are.</p> <p>Storage and care of equipment</p> <p>Staff training to support development of sports partners to lead activities during lunchtime</p>
---	--	---	--	--

<p>other children across KS2 who need extra provision. Swimming Top-up – Year 3 pupils who could not swim 25m after main round.</p>	<p>need extra provision based on last year's top-up sessions – plus 5/6 who need extra provision to reach 25m – Summer Term</p>			
---	---	--	--	--

<p>Key indicator 2: The profile of PESSPA being raised across the school as a tool for whole school improvement</p>			<p>Percentage of total allocation:</p>
			<p>%</p>
<p>Intent</p>	<p>Implementation</p>	<p>Impact</p>	<p>3.9</p>

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:
<p>PE noticeboard outside hall to raise the profile of PE and sport. To contain examples of lunchtime competitions in order to motivate and encourage children to improve themselves with a key focus on school values. Leader board for challenges?</p> <p>Raise the profile of Athletics within the school – Summer Tokyo Olympics. Increase participation and enjoyment. Focus on resilience and personal challenge. Identify and support able athletes and encourage participation with</p>	<p>Displays to be updated regularly, variety of competitions promoted to encourage participation. Celebration of children's achievements</p> <p>Olympics week during Summer 2</p>	<p>£200</p> <p>£500 – medals, certificates, resources etc</p>	<p>PE board used for any lunchtime activities, competitions and challenges.</p> <p>Children beginning to access the board for times/dates of activities and to find any further information about lunchtime activities (pre Covid)</p> <p>Board will need to be reinstated after bubble restrictions are lifted</p> <p>Postponed due to School closures (Covid-19)</p> <p>Online virtual sports week replaced this activity – demo videos for each activity on school website, online form to</p>	<p>Board will need reinstating after bubble restrictions are lifted.</p> <p>Revisit Olympics and add as a focus to 2022 academic year</p> <p>Mainly accessed by children who had returned to school. Despite efforts of encouragement through email, social media etc. children at home didn't</p>

outside clubs. Increase links to the local sporting community with contacts and related assembly for clubs to raise awareness and provide opportunity for children and their families to be active and live healthy lifestyles.			fill in to record achievements	engage
Key indicator 3: Increased confidence, knowledge and skills of all staff in teaching PE and sport				Percentage of total allocation:
				%
Intent	Implementation		Impact	5.6
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:

In order to increase the confidence of PE teaching, staff to offered CPD opportunities.	Staff questionnaire to collate any evidence and areas needed for development		Initial discussion took place with staff.	Development of curriculum overview and resource based document
Staff to observe and support during coached sessions Coach to offer support to staff	Staff attend all PE session led by coach – begin to take groups/support during lessons	£1000	Any further development moved to 2021.22 academic year due to covid-19 closures.	INSET day/ staff meeting led by external coach during Autumn 2021/22

Key indicator 4: Broader experience of a range of sports and activities offered to all pupils				Percentage of total allocation:
				%
Intent	Implementation		Impact	3.1
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 and be able to do and about what they need to learn and to consolidate through practice:	achieve are linked to your intentions:	allocated:	pupils now know and what can they now do? What has changed?:	next steps:
Additional achievements: Annual festivals to promote the participation and enjoyment from pupils Access new sport of VX Year 6 to participate in Bikeability to promote proficiency in and safety in cycling and further enjoyment of an alternative sport. Outdoor living – Camping Provide a wider range of activities which children would not otherwise have the opportunity to try.	Ensure dates are recorded after September Sports coordinator meeting PE lead and PE coach to introduce VX to staff and children Year 6 to take part in bikeability sessions to improve proficiency and road safety awareness	School sports association £100 £295	Many events cancelled due to COVID- 19 however children who had returned to school took part in HSG challenges during summer term Postponed due to Covid 19 Y6 Bikeability completed Towards National Standard – 10% did not hit expected of= did not take part National Standard Level 1 – 27% National Standard Level 2 – 63%	PE coordinator to ensure that we are included in any external sports activities by working closely with HSG organiser once competitions resume.
Key indicator 5: Increased participation in competitive sport				Percentage of total allocation:
				%
Intent	Implementation	Impact	1.1	

<p>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:</p>	<p>Make sure your actions to achieve are linked to your intentions:</p>	<p>Funding allocated:</p>	<p>Evidence of impact: what do pupils now know and what can they now do? What has changed?:</p>	<p>Sustainability and suggested next steps:</p>
<p>Mini-bus training for staff to reduce the overall cost of transport to competitive events.</p> <p>Opportunities for after-school clubs led by external coach</p> <p>Organise friendlies with local schools to increase the participation in competitive fixtures</p>	<p>External coach booked to run after school clubs to promote more competitive sporting opportunities</p> <p>PE lead to arrange friendlies with local schools</p>	<p>£200</p>	<p>POSTPONED due to C-19</p> <p>Children who attended clubs enjoyed these and some have gone on to join local external teams (</p> <p>Friendly competitions have not taken place as many of these were organised for spring and summer terms and had to be cancelled due to C-19 restrictions and closures</p>	<p>Continue to promote external clubs and children's participation in sports outside of the school environment.</p> <p>Fixtures to be reorganised after Covid restrictions are lifted</p>

Signed off by	
Head Teacher:	
Date:	
Subject Leader:	K.Whalley/J.Holmes
Date:	

Governor:	
Date:	