

Evidencing the impact of the Primary PE and sport premium

Website Reporting Tool
Revised October 2020

Commissioned by

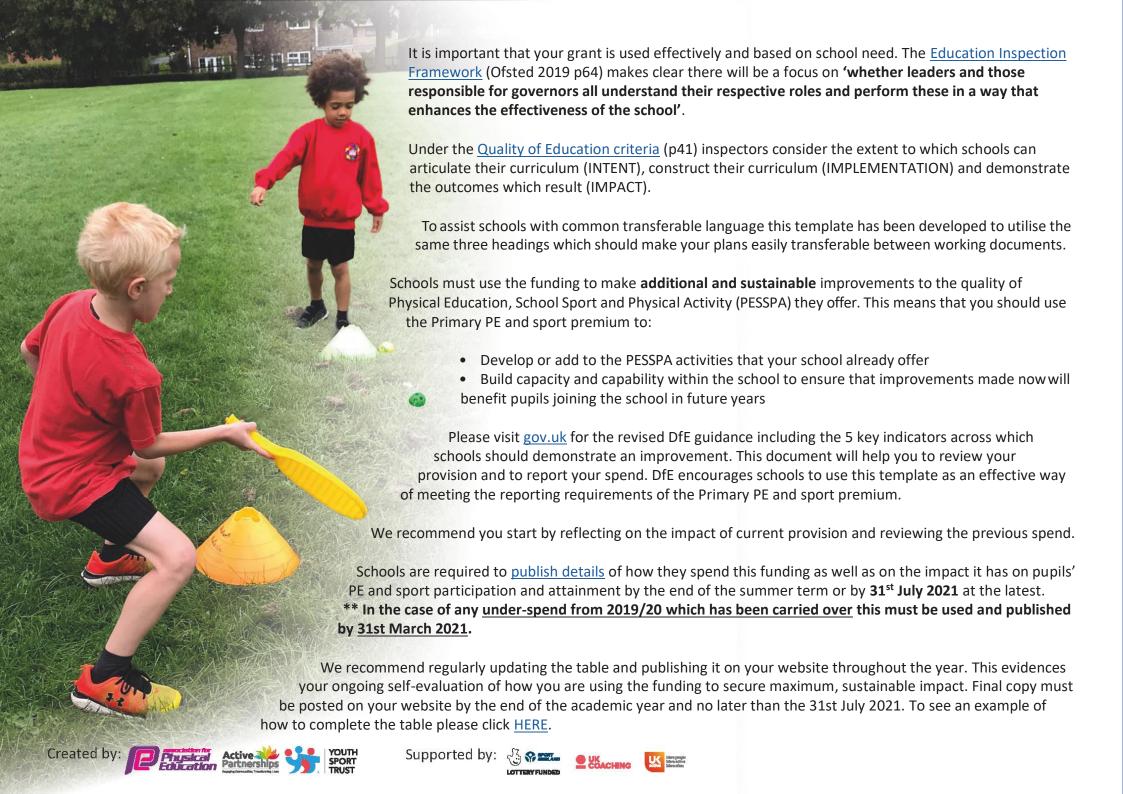


Department for Education

Created by







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.

Please note: Although there has been considerable disruption in 2020 it is important that you publish details on your website of how you spend the funding this is a legal requirement.

N.B. In this section you should refer to any adjustments you might have made due to Covid-19 and how these will influence further improvement.

Key achievements to date until July 2021:

- All classes take part in 'fit in 15 activities' throughout the year.
- Class teachers are offering a wider range of activities as a result of having a wider variety of resources.
- All areas of PE have the resources available so that staff can teach active PE lessons.
- Active learning part of the monitoring and review cycle. Active learning part of the teaching and learning culture.
- Pupil voice showed the children enjoyed the new equipment and the range of activities to try.
- Pupil voice showed the children talked at great length about active playtimes.
- Playtimes observed showed a range of opportunities to be active.
- The climate for learning and engagement in learning was strong in all dropins.
- Both Year 5 classes have run a marathon of daily miles many pupils halving their original times.
- Year 6 sponsorship event based around a range of sporting challenges.
- Quidditch class competitions took place across school and rounders was also used for class competitions.
- Staff surveys show they are confident to deliver a range of PE lessons from gymnastics, dance and games.
- Assessment point 2 assessments in PE are in-line with national averages in reading in one year group and significantly ahead in all others.
- A full range of sports is taught in each year group with new sports to promote interest like Quidditch.
- Children take part in football, basketball, rugby, catching games, skipping, tennis, different playground games and running activities.

Areas for further improvement and baseline evidence of need:

- To provide a range active learning activities during the school day.
- Provide an environment outside which encourages regular physical activity
- To improve the planning, teaching and assessment of PE lessons in school.
- To organise different play equipment into themed boxes to enable different choices and variety.
- To evaluate playground design through pupil voice.
- To use the terminology 'fit in fifteen' with all children.
- To organise fit in fifteen based on termly themes to create a school buzz and provide training for less confident staff.
- To develop the use of class competitions in PE.
- Dan Bennett to provide support for an M1 teacher in 2021/22.
- For the PE Lead to support colleagues via observation and team teaching.
- To continue to seek out new sports which promote excitement but allow staff to teach the required PE skills.
- To ensure school clubs are attractive to a range of pupil groups.
- To continue to develop class competitions and from September 2021, competitions between schools.















Did you carry forward an underspend from 2019-20 academic year into the current academic year?

YES/NO * Delete as applicable

If YES you must complete the following section

If NO, the following section is not applicable to you

If any funding from the academic year 2019/20 has been carried over you MUST complete the following section. Any carried over funding MUST be spent by 31 March 2021













Academic Year: September 2021 to March 2022	Total fund carried over: £2,500	Date Updated: 15.09.21, 26.10.21, 26.07.22		
What Key indicator(s) are you going to	focus on?			Total Carry Over Funding:
Key indicator 1: The engagement of <u>all</u> primary school children undertake at le			uidelines recommend that	£2,500
Intent	Implemen	tation	Actual Impact	
Your school focus should be clear how you want to impact on your pupils.	Make sure your actions to achieve are linked to your intentions:	Carry over funding allocated:	Evidence of impact:	Sustainability and suggested next steps and how does this link with the key indicators on which you are focussing this academic year?
Provide an environment outside which encourages regular physical	Further line marking on KS1, Y3/4 playground and the F2 race track.	£2,500 line markings – Not spent in the previous year's allocation. Allocation spent	Line marking have been added to the Y3/4 playground and a variety of line markings,	New playtime sports leaders to plan half-termly best use of the

in full.



activity.









including a race track have

been added to the F2 play

Children use the new play spaces for planned and childinitiated active play each day.

space.

play spaces during each half-term.

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.	
What percentage of your current Year 6 cohort swim competently, confidently and proficiently over a distance of at least 25 metres?	73%
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.	
What percentage of your current Year 6 cohort use a range of strokes effectively [for example, front crawl, backstroke and breaststroke]?	73%
What percentage of your current Year 6 cohort perform safe self-rescue in different water-based situations?	82%
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?	Yes/ <mark>No</mark>











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.

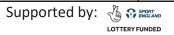
Academic Year: 2021/22	Total fund allocated: £22,550	Date Updated:	15.09.21, 26.10.21, 26.07.22	
Key indicator 1: The engagement of good primary school pupils undertake at le	Percentage of total allocation: 54% £11,950			
Intent	Implementation		Expected Impact	
Your school focus should be clear what 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:
To provide promote engagement in fit-in-15 activities with launch events.	AT fitness launched by Kay Odejayi's fitness sessions. Launches used for Spring and Summer.		Staff learned a range of activities to use in the beginning of their PE lessons or at other active times during the day. PE lessons are active providing a range of opportunities for children.	Consider the use of a specialist of personality to launch a cycle/scooter/walk to school plan for our school.
Provide an environment outside which encourages regular physical activity.	for each play space which encourages active play in more normal play organisation.	to Y6	The storage of outdoor equipment and the range of this promotes a range of activities during playtimes such as volleyball, skipping, football, cricket, tag rugby and rounders.	The development of pupils teaching other games with the active play leaders focuses on teaching particular classes who can then teach others.
reated by: Physical Active Physical Partnerships	Grounds maintained to allow for activity in each available outdoor space. Supported by: Supported by:	School budget	Play spaces and fields allow for a range of activities including those which are marked out such as football and athletics.	

 3. To embed adult supported active playtimes. 4. To increase opportunities for children to cycle or travel to school by scooter. 	 Construction of infant cycle/scooter store. Spring 2 onwards, promote 	storage facility. £6,000 cycle shelter with fitting and	space to store scooters or bikes in the part of school they arrive to	The development of an active travel plan for our school to promote walking, cycling,
	0,01118,000000	the old shelter.		travelling by scooter and less traffic around the school site.
Key indicator 2: The profile of PESSPA	A being raised across the school as a t	ool for whole scl	hool improvement	Percentage of total allocation: 0%
Intent	Implementation		Expected	070
			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:
To use sporting activities to promote engagement in learning.	 Active learning part of 'How we teach document' used for drop-in review. Climate for learning also reviewed during drop-in cycle. 	£0 £0	Children in classrooms and around school show a positive engagement in their learning.	to promote happiness.
2. To use sporting activities to promote pupil well-being.	 Two PE lessons as well as regular fit in fifteen. 		Each class has two active PE lessons per week.	













class bubbles. • Termly pupil voice around activity and self-esteem by PE lead.	sporting competitions. All pupils surveyed said they were happy at school.	
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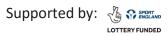


Key indicator 3: Increased confidence,	knowledge and skills of all staff in t	eaching PE and s	port	Percentage of total allocation:
				37% £8400
Intent	Implementation		Expected Impact	
Your school focus should be clear what you want the pupils to know and be able to do and about what they need to learn 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:
Improve CPD of teachers in order to improve the teaching of P.E. in school focused on ECTs.	 Sports teaching specialist [Dan Bennett] works with ECTs to support their practice in all areas of the PE curriculum. 	£6500.	DB has worked with the ECT each Thursday morning increasing their confidence In planning, teaching and assessing all PE. This included dance, gymnastics and games.	•
To ensure all staff enhance their teaching of PE through practical CPD.	 PE Leader [Stephen Logan] work with each year group during the year on chosen aspects of PE teaching. PE Lead to survey staff to ascertain which unit each year group would like support with in practical teaching. 		The PE has a clear picture of staff confidence in leading different areas of PE after completing a staff survey. The PE lead worked with staff in developing an active sports day for all pupils and greater staff knowledge in planning such events.	Greater involvement of the PE leader in observing and developing PE through spotlight staff support sessions.
3. To ensure staff have the resources to teach active, engaging PE lessons.	PE lead to organise the restock of resources.	£1,900.	PE resources are organised into two shed spaces and an indoor store in the hall. Resources are accessible and easy to find. PE lessons are active, drawing on a range of resources for pupil learning, practice and application of skills.	













Key indicator 4: Broader experience of	Percentage of total allocation: 4% £1000			
Intent	Implementation		Expected 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: To increase children's involvement in school in a range of sports. A full range of sports is taught to each year group from Y1 to Y6. Playtime arrangements allow children to play different sports during these times. A sport club is offered to each year group. 	reminy analysis by the relicad of	£1000 for club equipment.	Dance, gymnastics and games are taught each year with the latter including basketball, football, tag rugby, netball, rounders, cricket and a range of athletics. A full range of sports is taught in each year group. At playtime, children can engage with volleyball, tennis, rounders, tagrugby, cricket and football. A sporting club was offered to every year group from Y2 to Y6 free for all children participating.	Sports lead to re-look at the progression of skills across years groups and using similar sports. An even greater range of sports clubs is offered, including F2 and Y1 and using external providers paid for out of the PE grant. School council evaluate club provision and how much they feel clubs are attractive to them with 95% or more KS2 children attending a club during the year.











Key indicator 5: Increased participation	Percentage of total allocation:			
				5% £1200
Intent	Implementation		Expected 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:
To increase participation in competitive school sports. a. All pupils take part in inter and intra class sporting competitions during the school year.	 Four inter class competitions take place through the year [Autumn 2, Spring, Summer 1 and Summer 2]. 		All pupils took part in a range on inschool sporting competitions during the school year.	
 70% of pupils in KS2 children take part in competitive sports with children from other schools. 	PE collects records, including names and pupil premium status, from each staff member of the competitive sport that takes place, saving on T drive 2021 22 for PE.	£1200	73% of KS2 pupils took part in competitive sporting opportunities during the year with other schools.	











