





Evidencing the impact of the Primary PE and sport premium

Website Reporting Tool

Revised July 2021

Commissioned by

Department for Education

Created by

association for Physical Education

YOUTH SPORT TRUST

It is important that your grant is used effectively and based on school need. The Education Inspection Framework 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 Quality of Education 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** improvementsto 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.

Pleasevisitgov.ukfortherevisedDfEguidanceincludingthe5keyindicatorsacrosswhichschoolsshoulddemonstrate animprovement.Thisdocumentwillhelpyoutoreviewyourprovisionandtoreportyourspend.DfEencouragesschools 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 publish details 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 HERE.

Created by: association for Physical Education | Active Partnerships | YOUTH SPORT TRUST

Supported by: SPORT ENGLAND LOTTERY FUNDED | UK COACHING | UK active

Details with regard to funding

Please complete the table below.

Total amount carried over from 2019/20	£5550
Total amount allocated for 2020/21	£17250
How much (if any) do you intend to carry over from this total fund into 2021/22?	£1260
Total amount allocated for 2021/22	£17250
Total amount of funding for 2021/22. To be spent and reported on by 31st July 2022	£18510

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? **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	32%
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	28%
What percentage of your current Year 6 cohort perform safe self-rescue in different water-based situations?	20%
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/**No**

Key indicator 1: The engagement of <u>all</u> pupils in regular physical activity – Chief Medical Officers guidelines recommend thatprimary school pupils undertake at least 30 minutes of physical activity a day in school				Percentage of total allocation: **6%**
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:*
Provide a range of activities - implementation of new extra-curricular timetable. Increase the number of clubs for children to therefore increase participation. Develop provision for physical activity at lunchtime by; Increasing the amount of playground resources to provide playground activity facilitated by MMS and Year 6 play leaders. To provide lunchtime clubs throughout the year, increasing participation and physical activity levels. Continue to liaise with families and pupils to ascertain the clubs and activities that pupils want to be attending.	Increased the range of clubs provided; Pupil-led games during play times to increase leaderships in sport. Worked and liaised with more providers and sports clubs – outside agencies to support facilitation. Pupil needs/interests (Pupil Voice) – pupil questionnaires monitored by sports leaders. Select Year 6 pupils and MMS trained in Playground Games provided by Scruffy Bubble company. Create activity schedule so play leaders are able to maximise physical activity at lunchtime and be closely monitored by MMS team. 5 a day/ Just dance movement breaks Daily mile every morning 2 hours of physical activity (Two 1-hour PE lessons every week)	£1160 – Play leaders training, and check in £328 – 5-a-day scheme to encourage regular exercise	All pupils have the opportunity to engage in at least 30 minutes of physical activity each day. This includes the daily walk-a-mile prior to the school day, 15-minute break time and 40-minute lunch time outdoor activity led by MMS. These activities have included resources bought to help support the engagement of all pupils at school. Pupils are happy with the selection of activities provided, and have actively engaged with many of the sports on the playground, where Year 6 play leaders have provided smaller activities as well. Walk-a-mile has improved in-class learning by allowing pupils the active movement prior to sitting in for lessons. Pupils actively engage with 5-a-day fitness activities during movement breaks in class. This has been tied in with other opportunities like dance or yoga in class to help pupils re-focus. Pupils thoroughly enjoy continuing their learning in PE with a range of sports and activities provided by current curriculum and after school clubs.	Pupil voice to obtain more interest to other activities to help keep pupils engaged with a variety of activities at lunch and break times. Re-train newer members of MMS and other pupils to lead these activities on the playground to encourage positive and active play amongst pupils. Check in termly with use of these activities amongst MMS and pupils to ensure consistency. Walk-a-mile continues to help positively impact the pupils start of school day, readying them for learning in class. Introduction to walk to school scheme in the coming years to start earlier activity prior to walk-a-mile at school. Pupil voice on PE lessons and impact on their ability to recall key skills and tactics and points of improvement for own performance. Change of curriculum to help ensure pupils understanding of impact on a healthy lifestyle.

Key indicator 2: The profile of PESSPA being raised across the school as a tool for whole school improvement.				Percentage of total allocation: **27%**
Intent	**Implementation**		**Impact**	
Your school focus should be clear what you want the pupils to knowand be able to do and about what they need to learn and to consolidate through practice:	*Make sure your actions to achieveare linked to your intentions:*	*Funding allocated:*	*Evidence of impact: what dopupils now know and what can they now do? What has changed?*	*Sustainability and suggested next steps:*
Celebrate and assess the whole child through Physical Education (PE) ensuring strong personal development. Continue celebrations through PE and School sport to Celebration assembly every Friday to ensure the whole school. Sports mention in newsletter each week to promote sporting achievements.	Challenge the personal development of all pupils by celebrating and assessing PE success outcomes. Achievements in PE and School sport to be celebrated in assembly (match results + notable achievements.) Different classes to showcase PE learning (EG Dance/Gymnastics performance). Sporting stars display - Team Captains/Sports Leaders to write up match reports from fixtures and competitions. Organise for pupils with sporting stories/successes from outside of school to bring in photos/writing for the display. Included here anything that's a new physical activity Increase the number of before school active clubs to encourage pupils who are often absent or late to get into school on time. The Parent and child club will encourage learning about the importance of PA together. 8am club will encourage attendance too. The parent club will focus on encouraging parents to value school, as well as PA. 9am	£5010	Complete PE membership is sustainably priced and SLT can continue to fund this beyond the funding. Continuing to report and celebrate pupil success in assembly has no long-term cost and is part of the whole school drive to ensure PE and School Sport are central to the lives of all pupils. This has led to other classes and teachers wanting to try a more varied balance of activities with their class, therefore revealing pupils to a wider range of skills. This has increased inspiration amongst other pupils to join clubs and try and beat their personal best. The attendance of the pupils in these groups who attended the clubs improved over the terms. Pupil voice also showed they had a further reason to want to come to school.	Introduction of new PE curriculum to help staff members confidently teach pupils. To be factored into the worship/assembly rota so this is continuously planned for. SLT values the impact of the fitness clubs on attendance and behaviour and is committed to funding these areas if the Primary PE and Sport Premium is discontinued. Provide opportunities for GB athletes or motivational speakers to come in and speak to pupils about the positive impact of sport and healthy living to further help pupils to aspire long term.

	club to ensure pupils are in and parents can then access free fitness.			

Key indicator 3: Increased confidence, knowledge and skills of all staff in teaching PE and sport				Percentage of total allocation: **56%**
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:*
Ensure all children are participating in two hours a week of high-quality PE. The Quality of teaching and learning in Physical Education will be developed through staff CPD for all class teachers. Additional courses/CPD programs for other areas of the curriculum and NQT support to help develop confidence in teaching PE. Utilise interactive PE curriculum to ensure high quality delivery and consistency of the PE provision.	Quality of teaching and learning in Physical Education will be developed through staff CPD for all class teachers. Support for PE leader included. Book in local authority courses for teachers based on confidence surveys and observations. Level 5 Primary PE specialism course to be booked for PE subject leader. Ensure Complete PE annual membership is paid. Quality and quantity of resources for lessons purchased to allow for High Quality Physical Education and pupil attainment.	£3500 £1500 £1500 £3850	Staff voice showed that teachers were beginning to feel more confident across the range of PE units. Monitoring helped to identify further areas of development needed to continue improving the standards of teaching and learning. Pupils were generally able to articulate the skill they were focusing on within a lesson and the next steps that would follow in lessons to come.	PE Leader to complete the Level 5 certificate in Primary PE subject specialism and leadership. This allows sustainability going forwards as PE leader can then continue to upskill staff in house if/when the funding stops Staff will all be confident and delivering good or better PE lessons. Continued CPD can come from sharing good practice in school and working with other schools plus our Level 5 qualified PE Leader. Interactive SOW includes over 6500 videos showing outcomes of learning. These videos linked to lessons provides continued CPD beyond the SSP funding.

Key indicator 4: Broader experience of a range of sports and activities offered to all pupils				Percentage of total allocation: **11%**
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:*
Continue to offer a wider range of activities both within and outside the curriculum in order to get more pupils involved.	Extra-curricular activities to further engage pupils, such as dodgeball, dance, multi-skills and volleyball. Reviewed curriculum to ensure Progression of Skills includes a range of sports for all pupils to become more involved. Arrange a pupil survey to determine pupils' ideal activities to help encourage engagement. Involve external coaches to work with staff in clubs/ when applicable lessons (Dartford Football).	Dance workshop £500 Climbing days £1000	Pupils became aware of the rules of play for a wider range of sports and activities. This led to them being able to hold independent games during their break and lunchtimes as well as more structured and skilled games during lessons. Progression of Skills completed ensured that staff had guidance and structure to know how to keep progression at the forefront of their lessons. Pupils had further opportunity to develop their skills resulting in more progress. Pupil survey has led to further plans and ideas for more engagement. Meetings with School Council to follow.	Review curriculum and have staff share good practices or improvements needed to help pupils develop skills and understanding. Continue to liaise with families and pupils to develop a broader range of clubs and activities for pupils to engage in. Continue to provide high quality extra-curricular clubs that are parent paid or voluntarily-led to allow funding to be allocated elsewhere. PP funding and free places given where applicable to support families who need extra - help accessing these clubs

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:*
Ensure provision of competitions covers Levels 1 and 2 and is inclusive and accessible to all – linked to life skills development.	Continue to drive effective house system for engaging in intra-competitions in lesson time. This means there will be an in-class Level 1 competition for all classes at the end of each unit. There will be a focus on personal development (key life skills) through competition, bespoke to pupils needs. Organise Level 2 competition for both KS1 and KS2 Team fixtures/friendly competitions and School Games competitions, plus competition through local authority support package as above and school games competitions. This will also improve links with other schools, providing excellent competition opportunities for all.	£0	Pupils are keen to engage with others in house competitions at the end of most units taught. This has increased the build up to end of year Sports Day, where pupils compete against others in their house teams for the final trophy. Improved communication amongst peers, including the use of feedback during lesson times to help improve skills and interactions. Supply cover has allowed PE Lead and Coach to attend competitions planned over the course of the year.	Extension of further competitions outside of school to encourage an improved sense of teamwork and resilience outside of school environment. Parent/carer involvement in transportation of pupils to help maintain sporting/activity opportunities. Increased participation amongst all pupils in activities or sports to ensure a positive outlook on healthy lifestyles.

Signed off by	
Head Teacher:	Vikki Wall
Date:	June 2023
Subject Leader:	Pavan Patel
Date:	June 2023
Governor:	Carolyn Edwins
Date:	June 2023