

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.**

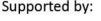
We recommend regularly updating the table and publishing it on your website throughout the year. This evidences your ongoing self-evaluation of how you are using the funding to secure maximum, sustainable impact. Final copy must be posted on your website by the end of the academic year and no later than 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 2020/21	£0
Total amount allocated for 2021/22	£16,550
How much (if any) to be carried over from this total fund into 2022/23?	£0

Swimming Data

Please report on your Swimming Data below.

Meeting national curriculum requirements for swimming and water safety.	100%
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?	100%
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	100%
What percentage of your current Year 6 cohort perform safe self-rescue in different water-based situations?	100%
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?	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

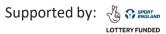
Key indicator 1: The engagement of all pupils in regular physical activity – Chief Medical Officers guidelines recommend that primary school pupils undertake at least 30 minutes of physical activity a day in school

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 Spent:	Evidence of impact: what do pupils now know and what can they now do? What has changed?	Sustainability and suggested next steps:
1 0 0,	We will provide training sessions and a resource booklet to give children the tools that they need to deliver sessions to other children in their class.	£500		Disseminate training and activities to younger groups
	Buy playground resources such as hoops, skipping ropes, balance beams (class teacher to select what is appropriate for their class) for the sports leaders to help them deliver their lunch time clubs.		Children report improvement in enjoyment of break and lunch times.	
Ensure all year groups have allocated days to access the Trim Trail – Adventure Play area.	Draw up a rota to show which year groups can use the Trim Trail and on which days. Supervision required.	Free	All children have had access to the Trim trail.	Continue with a weekly rota and when able, a daily rota.
			Children report positive feedback about having access to this. n	













	This will be accessible to all pupils at break and lunch times. It will promote physical development and support with gross motor skills and co-ordination. The trim trail will also be available for use with individual pupils to deliver targeted interventions related to balance, co-ordination and gross motor skills.	£8000	The trim trail has increased the amount of physical activity at break and lunch times particularly for those pupils who prefer not to take part in team sports that children play such as football and basketball.	Long term children will have access to this area.
	Invitation from Stride Active to hold a Summer Games Day. Activities would be differentiated to enable all children within the school to take part.	£250	Whole School participation. Due to Covid, children had to take part in their class bubbles but we were able to collate whole school totals and enter them to Stride Active.	We will participate in this again next year.
the local community.	Whole School Reindeer Run to support St Michaels Hospice, Hereford. All year groups to complete as many laps of the school MUGA play area as they can in a set time.	£100	All children took part and really enjoyed it. SEN children were supported to ensure they took part. Everyone enjoyed this activity and in total the whole school raised £2615.95 for the Hospice.	The school will participate in another fund-raising activity again next year.
Key indicator 2: The profile of PESSPA	A being raised across the school as a to	ool for whole sch	ool improvement	
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 Spent:	Evidence of impact: what do pupils now know and what can they now do? What has changed?	Sustainability and suggested next steps:











Continue with a 'Sports star of the Month' which will be announced during celebration assembly, on the first Thursday of the month, in order to improve children's desire to do well and participate in PE lessons.	Celebrate all sporting achievements, even those out of school, during assemblies – certificate awarded.	£50	Increase in the status of sport and PE. Improvement in behaviour and engagement during PE lessons.	To continue into future years.
Swimming Lessons, Passports and Metal Badges. (Swim England)	Ensure we order enough Passports / Passport Stickers and Metal Badges for all children swimming in this academic year. Individual A4 Swimming Certificates created in school.	£50	Swimming badges raised the profile of swimming and saw children1850 striving to achieve the next level/steps	To continue with the swimming Passports / Stickers and badges so that all children meet the expected level 6 by the end of Year 6.

Key indicator 3: Increased confidence,	knowledge and skills of all staff in	teaching PE an	d sport	
Intent	Implementation	1	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 Spent:	Evidence of impact: what do pupils now know and what can they now do? What has changed?	Sustainability and suggested next steps:
Provide training for all staff, including lunch time supervisors, about the benefits of physical activity within other curriculum lessons, as well as on the behaviour in pupils with a view on improving their performance.	Identify where and when courses are being run. Ensure cover staff are booked to cover training courses.	£250	CPD for the teaching of PE as well as sport. PE coordinator meetings have been attended as well as an anxiety based session. This has helped teachers to find different ways and ideas to support children with a range of issues within their class. Staff feedback showed teachers feel more confident to deliver PE lessons	All staff will be confident in teaching aspects of PE and can support each other is areas where they are not as confident.













Allow time for federation PE coordinators to meet and share ideas and resources to ensure consistency.	Provide time for sports coordinators across the federation to meet and discuss ideas and how to engage more children in sports.	£500	Ideas shared between schools within the federation resulting in a more co-ordinated approach to PE. Smoother transition to high school where feedback is that pupils arrive at high school with a higher level of skill.	Ideas from meetings have been fed back to other staff through staff meetings.
Employ specialised PE teachers who will work across the federation.	All pupils to achieve 2 hours of high-quality PE as part of the curriculum, offering a range of opportunities.	£2500	Regularly monitor progress through BLINCs and observations. High quality PE being delivered.	Created CPD opportunities to upskill Primary teaching staff/
Orienteering course and training	Install an orienteering course around the outdoor space at Withington and provide appropriate training to staff (including mapping out of the course) so that orienteering can be effectively delivered as part of the school curriculum	£2000	Monitoring has shown that Orienteering is being effectively delivered by staff. Pupils report that they enjoy participating in orienteering and it supports with curriculum links such as Maths and Geography.	No ongoing costs for orienteering
Key indicator 4: Broader experience o	r a range of sports and activities one	ered to all pupils		
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 spent:	Evidence of impact: what do pupils now know and what can they now do? What has changed?	Sustainability and suggested next steps:











Provide afterschool and lunchtime clubs that contain sporting activities.	Teacher led clubs during lunch time and after school	1£500		Continue next year. If possible, increase the number of clubs
			lunch times.	that are focussed on the
				children being active.
			Reduction in behavioural	
			incidents at lunch times.	













Key indicator 5: Increased participatio	n in competitive sport			
Intent	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 are able to access sporting events regardless of transport arrangements that parents can make	Continue to run a school minibus with appropriate training given to staff to be able to drive this	£1850 (contribution towards the cost of the minibus and training)	Children should be keen to play in matches and learn to enjoy competition whilst accepting that they may not always win. We have not been able to hold many competitions this year due the size of our school bubbles that we have.	Identify staff to deliver sports. Staff to attend training sessions so they are able to deliver sessions independent of a coach in the future.











