

Evidencing the impact of the Primary PE and sport premium

Website Reporting Tool

Revised July 2021

Commissioned by



Department
for Education

Created by



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** 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.

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](#).



Details with regard to funding

Please complete the table below.

| | |
|---|---------|
| Total amount Carried forward from 2020/21 | £22,873 |
| Total amount allocated for 2021/22 | £16,825 |
| Total amount of funding for 2021/22. To be spent and reported on by 31st July 2022. | £39,703 |

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 | 88% |
| 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 | 81% |
| 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: 2021/22 | | Total fund allocated: | | Date Updated: | |
|--|---|-------------------------------------|--|--|---|
| Key indicator 1: The engagement of <u>all</u> 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 | | | | | Percentage of total allocation: % £ 1609.93 – 4% |
| 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? | |
| All children are provided with opportunities to undertake at least 30mins of physical activity in school a day | Children in KS1 have 2 30-45mins P.E sessions per week. Children in KS2 have 2 60mins P.E sessions per week. Playtime games (inc. Wet Play) are available to each class at play and lunch times. A range of extra-curricular activity clubs are available each term. Tracking system of sports participation. Establish links with external sports clubs to promote activity outside of school. Teachers provide other opportunities for physical activity in other lessons | (P&E and Club resources) £829.93 | All children have had 2 hours of P.E a week. Extra- curricular clubs have been relaunched – KS1 school games relaunched with KS2 Sports Leaders.- Tracking taking place to ensure participation is monitored. Links created with local tennis club however poor uptake. Teachers have been encouraged for planning for physical activity and awareness of need for 30 minutes daily – teacher voice shows training and resources required. | Continue to ensure SLT keep the importance of activity and healthy lifestyles. School clubs to continue and be developed to offer more experiences – online tracking system Sign up to the ‘school games and plan participation for all year groups to take part in events throughout the whole school year. Purchase resources to support active lessons. – develop OPAL active lunch times. | |
| | Active lunch time club ran in Autumn term twice weekly for every class. | £780 TWWG | All children attended a lunch time club for being active, to kick start active lifestyles after Covid. Children became more enthused and alert. | | |
| Key indicator 2: The profile of PESSPA being raised across the school as a tool for whole school improvement | | | | | Percentage of total allocation: % £29,503 74% |

| 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: |
| <p>Pupil Leadership roles (of the House Captains) continue during Covid-19 restrictions.</p> <p>Active learning in all curriculum areas</p> | <p>P.E Co-ordinator adapts pupil's leadership roles to allow these pupils to carry out leadership responsibilities during Covid-19 restrictions. School Council meetings to raise and improve the profile of sport in school.</p> <p>Development of outdoor area to create an active learning space – wellbeing, teamwork, outdoor maths, English. Loose parts brought to engage imaginative active play and teamwork.</p> <p>Active Maths and English with links to national curriculum</p> | <p>£250 for pupil leadership course.</p> <p>£22,058</p> <p>£975</p> | <p>Children have participated with school leaders' course – leaders have supported at a range of events outside and inside school. Leaders supported running of 'Commonwealth' themed events for KS1.</p> <p>New outdoor learning area developed and installed (Jan 2022) used creatively for a range of spaces. Learning space available during lesson and free times. Observations of a range of outdoor learning – science, assemblies. This needs further embedding. Training for staff on outdoor. Arbojo teaching pack for Class teachers supporting OOA in each class. Loose parts play brought for teamwork, problem solving and communication. Significant impact on children's social skills and team building seen throughout all year groups.</p> <p>Groups planned and identified to support engagement and inclusion –</p> | <p>Develop T.A role to support sports leaders at lunch time. Train Year 5 for success of sport leaders once Year 6 leave. Embed timetable for lunchtimes.</p> <p>Build upon planning for the outside areas. Discuss with other leaders.</p> <p>Review after 1 year to see impact behaviour.</p> |

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| Actively play throughout all play times. Be engaged, More opportunity, creativity, fun, challenge. Children to feel happier about school. Better engagement in class; children more ready to learn. A drop in accidents and incidents due to boredom and contested space. Less staff time spent resolving playtime problems – more teaching time. Less direct involvement from adults and more self-regulation by children. Better inclusion and equality in the playground, less children left out. | Reading the Game STFC to promote reading and sport – | £700 | Inspired pupils to read more and improve their confidence and attitude towards literacy. This includes helping children to improve their writing skills through football related resources, encouraging children to write match reports, diary entries, letters and reading comprehension. Included 1 hour of football skills. | Place onto 2 year rolling programme. |
| | Sign up to OPAL - Strategic framework for improving conditions for play. OPAL combines play work, teaching and school improvement, mentor supported school improvement programme. | £5010 | Initial meeting taken place and to begin in November 22. | 18-to-24-month guided transformation process Resources to be brought Work parties to be created. Strategic planning groups. |

| Key indicator 3: Increased confidence, knowledge and skills of all staff in teaching PE and sport | | | | Percentage of total allocation: % £2320.58 – 6% |
|---|---|--|---|--|
| Inte nt | 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: |
| To have a confident and knowledgeable staff team who enjoy teaching a wide range of sports. | Staff training to develop expertise e.g., swimming, tri-golf, gymnastics. | £450 for specialist training and support Supply £517.58 | Staff training has taken place for Tennis, athletics and gymnastics. Staff training for KS1 and KS2 staff members at STFC for a range of P.E skills supporting progression and the teaching and learning in P.E. Staff became more confident in delivering P.E sessions. | Staff voice to find where training needs a required. |

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| | | P.E Conference £75 | Conference attended subject knowledge increased and plans created to implement new outdoor area. | |
| | Purchasing of dance support to develop key progression of skills throughout the classes | £1000 | Dance specialist supporting staff member and Digi pack created to support staff knowledge and confidence. | Review long term plan – refer to digipack for staff. |
| | Join the Youth Sport Trust (YST) to ensure that we are maximising the opportunities for children to enjoy the life-changing benefits that come from play and sport. | P.E leader release – in house cover | Chris Quigley planning purchased, and new long-term plan created. Planning format developed and clearer sequences planned for from summer 2. | Review Long term plan and planning PDM to discuss impact of planning. |
| | Join Association for PE (AfPE) to ensure access to specialist and expert support, thus keeping the school fully up to date with recommended and safe practice | £215 | | |
| | | £63 | AFPE member supporting knowledge of P.E leader. | Continue with membership to ensure we are kept up to date with changes and safe practice. |

Key indicator 4: Broader experience of a range of sports and activities offered to all pupils

Percentage of total allocation:
£3576.81 – 10%

| Inte nt | 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: |

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| <p>Additional achievements: High quality P.E and Sport is delivered to all pupils.</p> | <p>Sensory circuits programme to be developed and implemented and new to improve gross and fine motor skills of pupils who require this intervention</p> <p>Develop an assessment system to work alongside new planning and curriculum to monitor progress in P.E. including bike skills.</p> <p>Specialist OOA sports coaches to come into support the pupils and staff</p> <p>Organisation of resources -</p> <p>OOA residential trip to Arthog</p> | <p>TA Cost – £1,660 to sustain this over to 2022-23</p> <p>Resources £221</p> <p>Resources £26.31</p> <p>£45.50</p> <p>Staffing £140</p> <p>Supply cover £964</p> <p>Transport £520</p> | <p>Sensory circuits running for small group of pupils daily.</p> <p>Chris Quigley milestones now been implemented use to support tracking and assessment.</p> <p>Due to Covid availability has been prioritised to schools whose trips have been postponed.</p> <p>Resources organised and clearly stored allowing for ease of access, less time wasted and enabling children to take more responsibility.</p> <p>Year 5 and 6 pupils</p> | <p>Continue sensory circuit for children increasing group size now staff member is confident.</p> <p>Develop clear tracking system using milestones for PE.</p> |
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| Key indicator 5: Increased participation in competitive sport | | | | Percentage of total allocation: |
|---|--|--|--|--|
| | | | | % £2691.56 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: |
| All children to be given opportunities to participate and compete within intra and inter-competitions | <p>Enter all appropriate school games competitions and where possible enter as many teams as possible.</p> <p>Tracking system in place to track pupils' participation in competitions.</p> <p>Create a whole school competition calendar. P.E leader to organise each half term's competition</p> <ul style="list-style-type: none"> - Staff to arrange more internal competitions in a variety of sports between children within school. (E.g., sports days, Sports Relief, during PE sessions, during extra curriculum sports clubs) - School to arrange competitions with external teams. E.g., Swimming league, netball league. (Other schools, teams within the local authority, cluster group competitions) - Parents/carers to become further involved in competitions that children in school may participate within. | <p>£700 SPPSA SLA</p> <p>£315 travel costs</p> <p>£306.56 supply cover costs</p> <p>£1370 staffing costs</p> | <p>All available Key Stage 1 school games successfully entered and competed. KS2 school leaders came and supported to run these events. Entry paid for 2022 games to enable development and sustainability.</p> <p>Tracking of children participating – paper based.</p> <p>Individual classes have been competing in class competitions.</p> <p>Discussions with SDG about inter-school sports. Games and sports to restart in September 2022 – each school to take a lead on certain events.</p> <p>Spectators have been encouraged at all events since Covid rules have been relaxed.</p> | <p>KS2 competitions to be entered. Planned and booked at the start of each term.</p> <p>Online tracking system to be implemented</p> <p>Develop whole school intra-competitions.</p> <p>Continue to develop links with SDG, joining and leading sporting events. Look into new school games organisation developed at local secondary.</p> |

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| Signed off by | |
| Head Teacher: | |
| Date: | |
| Subject Leader: | Lucy George |
| Date: | 20/07/22 |
| Governor: | |
| Date: | |