

# 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.

 $Please visit \underline{gov.uk} for the revised Df Eguidance including the 5 key indicators across which schools should demonstrate an improvement. This document will help you to review your provision and to report your spend. Df Een courages schools to use this template as an effective way of meeting the reporting requirements of the Primary PE and sport premium. \\$ 

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 2019/20  | £Nil    |
|---|---------|
| Total amount allocated for 2020/21  | £19,000 |
| How much (if any) do you intend to carry over from this total fund into 2021/22?    | £ Nil   |
| Total amount allocated for 2021/22  | £19,600 |
| Total amount of funding for 2021/22. To be spent and reported on by 31st July 2022. | £19,600 |

## **Swimming Data**

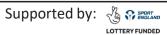
Please report on your Swimming Data below.

| 85%                |
|--------------------|
|                    |
|                    |
| 76%                |
| 050/               |
| 85%                |
| Yes <del>/No</del> |
|                    |













### **Action Plan and Budget Tracking**

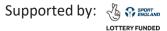
Capture your intended annual spend against the 5 key indicators. Clarify the success criteria and evidence of impact that you intend to measure to evaluate for pupils today and for the future.

| Academic Year: 2020/21  | Total fund allocated: Date Updated:                              |                    | ]  |  |
|---|--|--------------------|--|--|
| Key indicator 1: The engagement of a  |  |                    | ficers guidelines recommend that   | Percentage of total allocation:          |
| primary school pupils undertake at le   | ast 30 minutes of physical activity a d                          | lay in school      |  | %  |
| Intent  | Implementation Impact  |                    | 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 raise the percentage of  | Fund an additional year of                                       | £6,000             | Swimmers at expected up  | Repeat for 2022-23.                      |
| swimmers meeting NC   | swimming for all of Y4, plus any                                 | 120,000            | from 65% Y3 to 80% Y4.   | Consider whether to stop                 |
| expectations by end of KS2  | children in Y5 and 6 not able to                                 |                    | Those confident with >1  | taking proficient Y4s so that            |
|   | swim 25m confidently.  |                    | stroke up from 50% to 70%  | focus can be on non-                     |
|   |  |                    |  | swimmers. Consult                        |
|   |  |                    | Y5 non-expected swimmers:  | community as this may be                 |
|   |  |                    | 11/19 now at expected level  | negatively received. Impact              |
|   |  |                    | (25m). 8 non-swimmers  | on more able?                            |
| Extend range of activity clubs on   | Pay external providers where                                     | £5,000             | remain.  |  |
| offer and track engagement with   | necessary (budget £2,000)  |                    |  | Continue for 22-23.                      |
| these, including for vulnerable   | Sports TA to deliver a multi-                                    |                    | A daily multi-sports club has  | Endeavor to re-start table               |
| groups  | sports club daily (£3,000  |                    | run for each year group all  | tennis which has not                     |
|   | overtime   |                    | year.  | resumed post-Covid.                      |
|   | HT to set up tracking in-house                                   |                    | Aut-Spring collated figures  | Start SEN specific active                |













|   | for participation and  |                    | show 70% of pupils have  | clubs featuring boccia and               |
|---|--|--------------------|--|--|
|   | engagement (zero cost)   |                    | attended one club for a term   | similar                                  |
|   |  |                    | or more. Representaion of all  |  |
|   |  |                    | of SEN, PP and EAL has   |  |
|   |  |                    | increased to be  |  |
|   |  |                    | disproportionate for each  |  |
|   |  |                    | cohort.  |  |
| <b>Key indicator 2:</b> The profile of PESSPA   | A being raised across the school as a to   | ool for whole sch  | ool improvement  | Percentage of total allocation:          |
|   |  |                    |  | %  |
|   |  |                    |  | 70                                       |
| Intent  | Implementation   |                    | Impact   | //                                       |
| Intent  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: | Implementation  Make sure your actions to achieve are linked to your intentions: | Funding allocated: | Impact  Evidence of impact: what do pupils now know and what can they now do? What has changed?: | Sustainability and suggested next steps: |
| 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                                       | Make sure your actions to achieve  |                    | Evidence of impact: what do pupils now know and what can they now do? What has                   | Sustainability and suggested             |

| Key indicator 3: Increased confidence, knowledge and skills of all staff in teaching PE and sport   |  |                    | Percentage of total allocation:  |  |
|---|--|--------------------|--|--|
|   |  |                    | %  |  |
| 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 support staff with planning, assessment and delivery of PE lessons. Provide children with lessons delivered by a qualified sports coach.  Key indicator 4: Broader experience o | deliver a proportion of lessons. (£5,000)  Non-contact time for PE team (Sports TA and PE Lead) to support, mentor and quality assure (£1,000) | Premium allocated proportionatel y; only allocated to lessons that are not PPA cover) | Proportion of observed lessons good or outstanding increased from 80 to 95%. All teaching staff observed at least once. Sports Coach observed termly by PE Lead. | Percentage of total allocation:                            |
|---|--|---|--|--|
| 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:                   |
| Replace specific sports clubs at years R to 6 with multi-sports to attract more children  | Change universal offer to be multi-sports from specific sports. No additional cost as staffing and resources already in situ to do this.       | ž.NII   | Multi-sports clubs run for each<br>year group daily throughout<br>the year. Engagement 70%+ of<br>all pupils.  | Continue – see elsewhere re<br>clubs for pupils with SEND. |











| Key indicator 5: Increased participation  | on in competitive sport  |                    |  | Percentage of total allocation:          |
|---|--|--------------------|--|--|
|   |  |                    |  | %  |
| 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: |
| Entry in competitive leagues, cups  | Allocate finds for transport and                                 | £2,000             | Football participation extended  | Continue. Push for re-start of           |
| and tournaments: aim football   | entry fees/subscriptions,  | 22,000             | successfully. Y5/6 boys and girls  | table tennis league.                     |
| beyond Y5/6, swimming gala, table   | necessary team kit upgrades.                                     |                    | played regular league and cup  | Enter County hard-ball cricket           |
| tennis (Notts League), x-country  |  |                    | football. Girls local league and   | leagues and cups next season.            |
| (Trust and inter-school), tennis (inter   | -  |                    | cup winners.   |  |
| school festivals), Sportshall athletics   | Purchase necessary equipment to                                  |                    | Cricket fully established with 3   |  |
| form Y2 upwards, hard-ball cricket  | introduce hard-ball cricket. Cost                                |                    | nights of coaching a week and  |  |
|   | met elsewhere in budget.   |                    | teams running with pupils from   |  |
|   |  |                    | Y3-Y6. Significant involvement   |  |
|   |  |                    | from girls and children not  |  |
|   |  |                    | previously attending sports clubs  |  |
|   |  |                    | esp EAL. Hugely positive impact  |  |
|   |  |                    | on a number of previously  |  |
|   |  |                    | unengaged Muslim girls.  |  |
|   |  |                    | Participation targets met in all   |  |
|   |  |                    | bar table tennis league, which has   | 3  |
|   |  |                    | not resumed post Covid.  |  |











| Signed off by   |   |
|-----------------|---|
| Head Teacher:   | Peter Hillier                             |
| Date:           | 15.07.22                                  |
| Subject Leader: | Rebecca Powell                            |
| Date:           | 15.07.22                                  |
| Governor:       | Shared with Full Governors, 6th July 2022 |
| Date:           |   |









