

## Evidencing the impact of the Primary PE and sport premium

Website Reporting Tool Revised October 2020

## **Commissioned by**

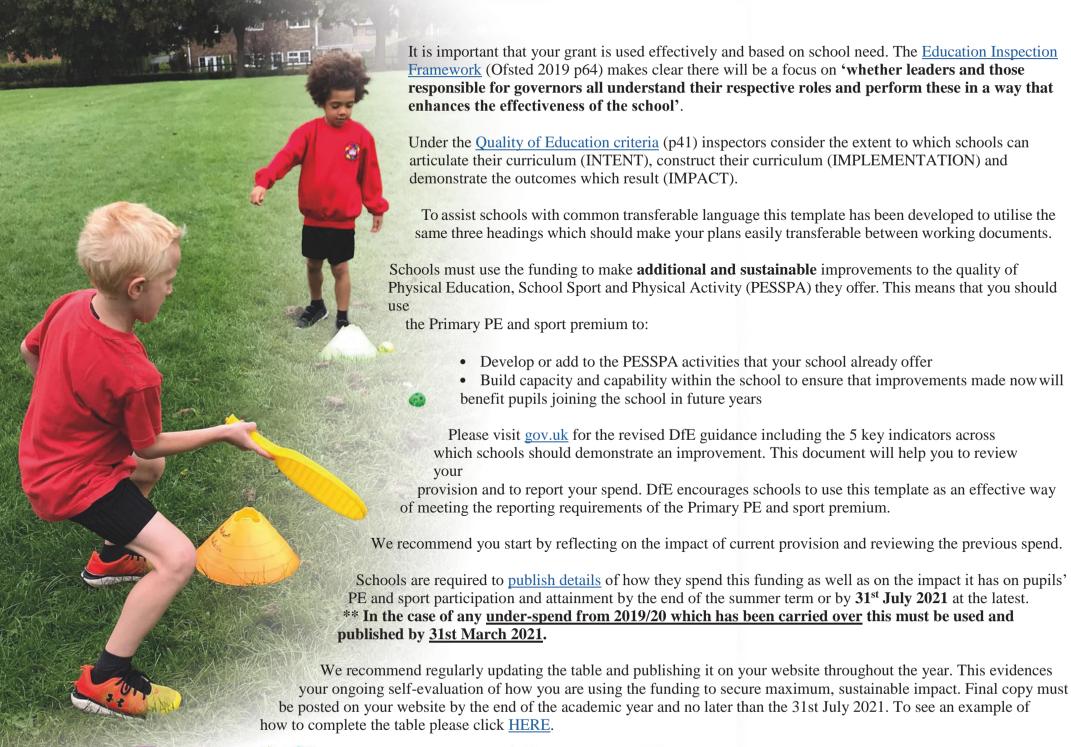


Department for Education

**Created by** 





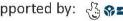
















Support for review and reflection - considering the 5 key indicators from DfE, what development needs are a priority for your setting and your pupils now and why? Use the space below to reflect on previous spend and key achievements and areas for development.

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 2020:	Areas for further improvement and baseline evidence of need:
Impact of sports coach on children across school – both on access to high	Further increase in subject leader knowledge across the PE curriculum,
quality PE and high quality extra curricular PE.	developing subject specialists. This will then lead to increased consistency in
Impact of sports coach on staff across school - developed knowledge of	PE teaching and therefore children's experience of PE across school.
outdoor PE.	This is a two year target and will also be on next year's sports premium plan
Desiring with the terminal DE and abovious extinction and a least	too.
Positive attitudes towards PE and physical activity across school.	Sports Coach impacting on quality of indoor PE teaching.
High profile events, that are enjoyed and well-remembered – such as Sports Day.	Sports court imputing on quanty or indeed 2 2 touring.
Good uptake at extra curricular sports clubs.	

Did you carry forward an underspend from 2019-20 academic year into the current academic year? YES/ Delete as applicable

If YES you  $\underline{\text{must}}$  complete the following section

If NO, the following section is not applicable to you













## From March 8<sup>th</sup>, we introduced the additional.

	Intended to impact	Cost
Two additional lunchtime clubs run by our sports coach (2x one hour; clubs for four year groups)	To increase extra curricular physical exercise opportunities across school.	£1000
Additional reception PE led by our sports coach	To develop quality of PE teaching by teachers and TAs working alongside sports coach.	£1000
Additional nursery PE led by our sports coach	To develop quality of PE teaching by teachers and TAs working alongside sports coach.	£1000
Additional Year 6 weekly competition slots led by our sports coach	To increase participation in competitive sport.	£500

The underspend now is costed at: £1350













<b>Previous Academic Year</b>	Total fund carried over: £1350

What Key indicator(s) are you going to focus on?			Total Carry Over Funding: £1350					
Inte Implementati				Inte Implementati on		-		1530
To increase extra curricular physical exercise opportunities across school.	Two additional lunchtime clubs run by our sports coach (2x one hour; clubs for four year groups)	Carry over funding allocated: All	Uptake Pupil Voice  Lunchtime clubs are very popular. No register kept, however feedback has been between 30-40 children attending daily.  "I enjoy keeping fit at school."	Potentially sustainable – dependent on other aspects of sports coach role.				













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 All Year 4 children at Oswald Road go distance of at least 25 metres? swimming once a week. Please see our **N.B.** Even though your pupils may swim in another year please report on their attainment on leaving results below. primary school at the end of the summer term Academic Year 2016/2017 Swim 25m – 82.41% of pupils achieved Swim with a range of Strokes – 20.87% of pupils achieved Safe Self Rescue – Requirement not delivered Academic Year 2017/2018 Swim 25m – 84.61% of pupils achieved Swim with a range of Strokes – 49.45% of pupils achieved Safe Self Rescue (Shark Award) – 82.41% of pupils achieved Academic Year 2018/2019 Swim 25m – 89% of pupils achieved Swim with a range of Strokes – 83% of bupils achieved Safe Self Rescue (Shark Award) – 83% of pupils achieved Year 6 pupils as of end of summer 2020, would be the academic year 17/18













results.

What percentage of your current Year 6 cohort use a range of strokes effectively [for example, front crawl, backstroke and breaststroke]?	See above
What percentage of your current Year 6 cohort perform safe self-rescue in different water-based situations?	See above
Schools can choose to use the Primary PE and sport premium to provide additional provision for swimming but this must be for activity <b>over and above</b> the national curriculum requirements. Have you used it in this way?	













## **Action Plan and Budget Tracking**

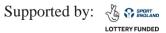
Capture your intended annual spend against the 5 key indicators. Clarify the success criteria and evidence of impact that you intend to measure to evaluate for pupils today and for the future.

Academic Year: 2021/22	<b>Total fund allocated:</b> £ 21,2	279 <b>Date Upda</b>	ted: September 2021		
<b>Key indicator 1:</b> 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					e of total ion: 36%
Intent	Implementa	tion	Impact	£8000	
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:		Funding allocated:	Evidence of impact: what do pupils now know and what can they now do? What has changed?:	Sustainability a next steps:	nd suggested
Increased amount of free after school clubs to allow for further engagement	All sports coach clubs after school to be offered free.	£5000	Uptake Pupil voice  Autumn 1: 80 Autumn 2: 96  Spring 1: 80 Spring 2: 79  Summer 1:  Multisports 1 and 2 - 20 Multisports 3 and 4 - 20 Multisports 5 and 6 - 19 Girls' Football - 18  Summer 2:  Multisports 1 and 2 - 20 Multisports 3 and 4 - 20  Multisports 3 and 4 - 20		













			Multisports 5 and 6 - 18 Girls' Football - 12
,	Continued use of Joe Wicks Youtube exercises in class	N/A	Pupil voice "We do yoga either by
the classrooms	Continued use of Super Movers	N/A	"We do yoga either by following videos or our teacher. We also did meditation recently that included lots of games that involved movement. In Year 3 we did a times tables dance game. We also do the daily mile- that makes me feel really tired!"  "Sometimes we do yoga that we watch on the whiteboard, that is fun! We also do 'wake up, shake up' when we have been sitting down for a long time. We shake our arms and legs and stretch our bodies and it makes me feel nice and fresh again. We can also have a bit of fun doing it."  "I like to do push ups, star jumps and jogging on the spot. We also do 'wake up, shake up'. We also do dance videos, we follow them on the screen"





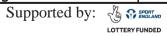




lunchtimes, with further range of physical activity.	Zones to include: sports zone, running and chasing, traditional games, Top Sports and Activity Zone		Pupil voice  Observations Pupil Voice  Work in progress. Rights Ambassadors working with children across school and Lunchtime Team. Spend secured for the outcome of this work for resources.  July update: all zones have been organised with children's input, working with the RR team, lunchtime organisers and Lunchtime Lead. Signs designed and sourced, equipment sourced.	
	Purchase of resources to keep stocks replenished.	cost also in PPG)	Observations Pupil Voice In place. Two TAs also have led playtime games when on duty earlier in the year as part of Fit for Learning SIP.	
	Play Leaders to be further trained and observed to develop more opportunities for physical activities during lunchtime.		Observations Pupil Voice	











Play Leaders calendar drawn up and led on by UPS teacher. Overseen, reviewed and meetings with UPS teacher.	£500	Pupil Voice
Play Leaders – as above	As above	Observations Pupil Voice
School Improvement Plan focus for two staff members	£500	Feedback for SIP Pupil Voice
		Play Leader pupil voice: "We set up games and we ask our year group if anyone wants to play them, then we either split them into teams or we just run the games. I've enjoyed seeing other people play the games and how they show their skills and how they react."  "We learnt how to become Play Leaders partly from our PE lessons with Kieran, and we also get specific training with Kieran on other games we could do. We lead games like hockey, football and dodgeball. We get training every other Monday in a new sport."











			"The purpose of a Play Leader is to give the younger children something to do and gives children the opportunity to use the equipment from the shed that they wouldn't normally get to use at playtime. It has taught me how to control younger children with leadership skills, which not many people will have. We also get to use an electric whistle!"	
<b>Key indicator 2:</b> The profile of P	ESSPA being raised across the sch	ool as a tool fo	r whole school improvement	Percentage of total allocation:
				£1500 7 %
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:	,	Funding allocated:	Evidence of impact: what do pupils now know and what can they now do? What has changed?:	Sustainability and suggested next steps:
what you want the pupils to know and be able to do and about what they need to learn and to consolidate through practice:	achieve are linked to your	£1000	do pupils now know and what can they now do?	,













	To consider date of Sports Day to ensure all children are able to participate.  To continue to liaise with SEND team to ensure all children can participate.  To continue to source inspirational grounds for the event.		"I know it's a lot of work but it's always a day the children remember and the way you organise it makes it high profile, enjoyable and inclusive"  "We loved it. It was a really memorable day for the end of Primary for our y6s."	
To raise profile of sporting events and participation in these		£350	Pupil Voice Pupils still enjoy receiving badges	
	To post photos on social media, write newsletter articles etc to further raise the profile.	£150	Pupil Voice Parental Voice "When I see the news articles about me playing football in the school newsletter it makes me feel really good. I feel proud that I get to share what I do day-to-day and I feel like I can inspire younger children to do what they want to do."	
To raise profile of sport and physical activity	To celebrate different sporting events in assembly.	No cost	Pupil Voice Added to Monday virtual assemblies	











Link to new behaviour system.		To offer active events as prizes  Link to new behaviour system.	No cost	Pupil Voice	
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<b>Key indicator 3:</b> Increased confid	lence, knowledge and skills of all	staff in teaching	g PE and sport	Percentage of total allocation: £7000 33%
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:
	Work with curriculum specialist:  Specialist plus teacher release to work further on curriculum progression.  Follow up sessions with curriculum lead / Headteacher / teacher release		For all of this section: Subject lead feedback Subject lead confidence Curriculum plans and progression documents	
	Specialist plus teacher release to work on curriculum design	£1000	Extensive work has been in place this academic year. Work with Curriculum advisor Release for subject leads	
	Follow up sessions with curriculum lead / Headteacher / teacher release	£500	Work with Headteacher Progression documents for outdoor games, gymnastics and dance Vocabulary mapping for	
	Specialist plus teacher release to work on teacher guidance Follow up work /teacher release	£1000	outdoor games and gymnastics Working with EYFS leads for Physical Development and the progression within this into	
	, , , , , , , , , , , , , , , , , , ,	£200	Year 1	







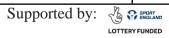






	Work with Early Years team on progression from nursery / teacher release  Work with specialist provision:  Access to specialist training for inclusive PE teaching (gym and dance) – access for wheelchair users	£500	Long term mapping of each of the three areas. Further understanding of the swimming and outdoor adventure curriculum. Professional development on inclusive indoor PE teaching Staff meeting time Coverage documents	
To keep up to date with current PE practices.	Continue to attend cluster meetings with specific assessment agenda  Share with PE team and Headteacher  Information disseminated to staff as appropriate.		Attended and ideas and knowledge disseminated	
To increase the lunch team's confidence in delivering physically active sessions.	To further train LOs on Top Sport activities: LOs to be further trained in Top Sports to develop more opportunities for physical activities during lunchtime.		Observations Staff Voice Pupil Voice "We play running games with the LOs, like tag and hide and seek!" "I like playing with the LOs, we play football. They're really	







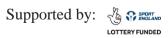


To begin to develop staff confidence in teaching of indoor	with teachers whilst they are delivering indoor PE		good at it, even better than me, and I'm really really good!"  Staff Voice	
Key indicator 4: Broader experien	nce of a range of sports and activ	vities offered to	all pupils	Percentage of total allocation: £1000 5%
Intent	Implementation		Impact	
Your school focus should be clear what you want the pupils to know and be able to do and about	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	Sustainability and suggested next steps:
what they need to learn and to consolidate through practice:			changed?:	
,	Play Leaders rota clearly in place. Overseen by TLR holder Briefings and training in place	Costed above	· · · · · · · · · · · · · · · · · · ·	









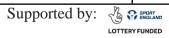




To ensure there are enough resources to allow for each sport to be taught effectively	Liaise with sports coach Purchase any necessary resources	£500	without help. I love learning anything to do with sports."  Staff Voice "Very happy with equipment stock, although a few things could be refreshed: Essential: New bibs New cones	
			New tag rugby set 1 electric pump." Spend approved "Yes, we've got lots of equipment – we can do a big range of sports. For indoor PE, my favourite game is dodgeball, we've got all the cones, benches and balls we need."	











To develop our links with external agencies and organisations to give our children further opportunities.	•	No cost	N/A	
in this area are targeted and gain		See below for transport costs	Staff Voice Pupil Voice  XXX said in relation to his recent competition abroad with Manchester United "I felt blessed to meet and see other people abroad supporting United when we played".  XXX responded in relation to his experience at Manchester United "I feel blessed to represent United and I really enjoy the training".	
our vulnerable children, get access to a range of physical activities	Provide a free sports clubs (see above)	IIC COCTACI IN	Uptake analysis  Waiting list system put into place.  Summer 1 ran with a maximum of 5 on the waiting list; summer 2 with a maximum of 3	









Club lead and PE lead analyse attendance of clubs, including group information.		
Use of this information to specifically target children to attend.		















<b>Key indicator 5:</b> Increased partic	ipation in competitive sport			Percentage of total allocation: £4000 19%
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:	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:
Children engaging in a range of sports and activities weekly, developing skills to use in competition.	Sports Coach in place to continue to deliver high quality sessions for our children, engaging them in a range of sports and activities.  Sports Coach to develop skills that the children transfer when involved in competitions	Full cost of sports coach: (not added to total cost)	Pupil Voice "It's good to have something to work towards and to win." "We're prepped with tips – e.g. for football - don't be afraid to tackle and how to get around people. Our coach gives us help to make us more confident." "The PE coach tells us to just enjoy the game and stay focussed but the main thing to do is to stay focussed." "We've been told to work as a team. I also do lessons outside of school and the teacher has taught me how to do tumble turns where we flip over and push off from the wall."	













			"We get tips on dribbling and passing, it's good to learn the techniques ahead of matches."  "Netbusters is really fun, we have a premier league professional coach."	
Children being involved in cross class / phase competitions	Lead competitions as appropriate  Linking to skills and sports practised over the half term, a competition is led for any children who want to be involved.  Excitement developed via announcing results on tannoy etc	£500	Pupil Voice Staff Voice	
Developed skills for competitions via specific teaching.	Children being enabled to further build their skills. Continuation of work already started		Pupil Voice Staff feedback Pupil voice above	





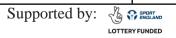
















"I've done lots of football after school and the basketball tournament" "I've been in the Girls' Football and the Athletics Team" "The basketball competition was at a high school – we won every game and the competition was based on sportsmanship." "I like the competition part of it, we're 3<sup>rd</sup> in the league and they'll be handing out medals for things like the 1<sup>st</sup> team that wins, greatest attitude, most improved player, I hope I win one." "It's good to work as a team because when we put all our skills together, it makes a really good team. My teammates and me are all pretty good swimmers so we got to the final of the girl's competition and it felt really good."











Signed off by	
Head Teacher:	D C Howard
Date:	September 2021
Subject Leader:	L McDonagh, C.Davis, K.Bentley
Date:	September 21
Governor:	FGB approved intended spend: July 21 Full plan: FGB September 21; Resources committee October 21











