

# 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 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 make additional sustainable improvements and the quality of Physical Education, School Sport (PESSPA) and Physical Activity 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. 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.

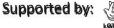
Schools are required to publish details of how they spend this funding, including any under-spend from 2019/2020, as well as on the impact it has on pupils' PE and sport participation and attainment. All funding must be spent by 31st July 2022.

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 over from 2019/20	£5,337
Total amount allocated for 2020/21	£19,610
How much (if any) do you intend to carry over from this total fund into 2021/22?	£0
Total amount allocated for 2021/22	£19,610
Total amount of funding for 2021/22. To be spent and reported on by 31st July 2022.	£19,610

## **Swimming Data**

Please report on your Swimming Data below.

Meeting national curriculum requirements for swimming and water safety.	Canal and Rivers Trust visited
	September 2021 to support water
N.B. Complete this section to your best ability. For example you might have practised safe self-rescue techniques on	safety learning across the school EYFS-
dry land which you can then transfer to the pool when school swimming restarts.	Year 6.
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	All Year groups had a focus on how to
	keep safe in the water.
	During Autumn term there was a
	school focus on safe self-rescue and
	non-water based safety.
What percentage of your current Year 6 cohort swim competently, confidently and proficiently over a distance of at	<b>78% (Spring 2022)</b> 22% of children
least 25 metres?	who had not achieved the target were
N.B. Even though your pupils may swim in another year please report on their attainment on leaving primary school	offered and undertook additional
at the end of the summer term 2021.	swimming sessions in Summer 2022
Please see note above	(funded by school) 86% (Summer
	2022 after additional sessions)













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	78% (Spring 2022) 22% of children who had not achieved the target were offered and undertook additional swimming sessions in Summer 2022 (funded by school) 86% (Summer 2022 after additional sessions)
What percentage of your current Year 6 cohort perform safe self-rescue in different water-based situations?	<b>100%</b> - Through additional land based sessions.
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?	13 Year 6 Pupils who do not meet the NC requirements are taking up places on a six week catch up program of swimming during Summer Term 2022. Costed at £13.80 p/ch =£180













### **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:		
<b>Key indicator 1:</b> The engagement of a	Percentage of total allocation:			
primary school pupils undertake at le	ast 30 minutes of physical activity a d	lay in school		68%
Intent	Implementation		Impact	£13,309
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:
<ul> <li>Continued development of physical activity during unstructured times</li> </ul>	Walk to School (travel survey)		<ul> <li>Children enthused and engaged in physical activity.</li> </ul>	Current practise is embedded and routine with
Close monitoring of engagement for	<ul> <li>Outdoor play equipment updates and to apply to a larger range of sports/activities</li> <li>Key skills such as throwing and</li> </ul>	ng equipment	<ul> <li>Lunchtime games equipment has been well received and used.</li> <li>LSA's becoming more confident</li> </ul>	staff/pupils/clubs at playtimes and lunchtimes.  • Next steps to include the upgrading of larger playground.
	catching are supported through active play and playtimes.		in leading games at lunchtime	equipment and the range of activities available to all pupils
alongside the progression and interests of the children	<ul> <li>Key members of staff are trained on active play by PE team and 'play</li> </ul>	and playtime physical activity	<ul> <li>Impact from pupil surveys in Autumn and Summer to be compiled (June 2022)</li> </ul>	in all different playgrounds (feedback from staff and pupil voice June 2021 to be followed
<ul> <li>All children to receive two hours of high quality PE teaching per week</li> </ul>	leader' LSA's support the children to engage in active lunchtimes,	active clubs 3	<ul> <li>Pupils are meeting the active target and are given regular</li> </ul>	up.  • Sports coach and teachers to
<ul> <li>All teaching staff to understand and promote the use of movement throughout the school day</li> </ul>	<ul> <li>Teachers and support staff will be offered training to best support active lifestyles</li> </ul>	ays per term x	opportunities to meet this throughout the school day	continue wrap around sport and activities including mornings, break time,
Continued development of	,		<ul> <li>A range of different exercise and physical activities are</li> </ul>	lunchtime and afterschool clubs.













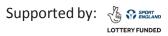


Loadorchin Polos through Sports	continue and data on who is	leaders (£300)	available for all children	
Leadership Roles through Sports Council and differentiation within	attending will analysed and acting	leauers (ESUU)		Continue to monitor
	upon to target vulnerable groups			
	upon to target vullerable groups			vulnerable groups and pupil
All staff are engaged and aware of	a DE toom to take a load on			engagement across all activities.
All staff are engaged and aware of				activities.
the intent of an active school day and	monitoring pupil engagement			
beyond				• Further develop the use of
	PE team to take the lead on			non-exercise activities
	planning, co-ordinating and further			
	developing the sports offer at			<ul> <li>Encourage the use of the</li> </ul>
	unstructured times			whole school grounds to
				support physical and mental
	PE team to use their data analysis			health.
	to develop the sporting offer			
	targeting vulnerable groups e.g,			<ul> <li>New Sports Council to be</li> </ul>
	disadvantaged, Less Active, SEN/D			trained and appointed and in
				place for September 2022 to
	PE team to be proactive in the			ensure maximum impact on
	promotion of leadership within			sports and activities.
	lessons			
	• PE team to take a lead on training	£900 (Year 5		
	LSA's and other support staff	£25x 36) £1107		
		(£27 x41 Year 6)		
	<ul> <li>Links made with active travelling</li> </ul>	Total: £2007		
	to school rewards	Otal: £2007		
	<ul> <li>Using PE and Sport Premium to</li> </ul>	5200		
	invest in cycle training for pupils	£300		
	,	£330		
	, , , , , , , , , , , , , , , , , , , ,	entry/costumes		
	Dance Festival (financed by			
	school)			













	<ul> <li>Commonwealth Games (2 days cross school active lifestyles)</li> </ul>	£300		
Key indicator 2: The profile of PESSPA	being raised across the school as a to	ool for whole sch	ool improvement	Percentage of total allocation:
				5%
Intent	Implementation		Impact	£950
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:
•Combining the PE team within a faculty alongside PHSE and RE helps to raise the profile of sport and	• Faculty meetings and discussions include all members of the PE team	_	PE staff are more confident in teaching a range of skills	Staff have all been well trained throughout the year with high quality CPD
ensures a high level of consistency across the entire curriculum and all school policies. There is alignment in how PE is assessed and reported	PE has a monitoring and evaluation schedule in line with other curriculum areas	CPD - Whole Staff training through PE conference	• There are skills progression documents in place for PE from EYFS to Year 6	<ul> <li>The faculty will remain strong with many members continuing in their role for the</li> </ul>
<ul> <li>against other curriculum areas.</li> <li>PE staff joining staff meetings ensures the same outstanding quality first provision in PE as in all</li> </ul>	<ul> <li>PE staff are mentored by outside agencies to support their development.</li> <li>PE staff have ownership over the</li> </ul>	(£300)  CPD Staff INSET September 2022- Dance		next academic year  • Links to be made to leadership and other
<ul><li>other curriculum areas.</li><li>Action planning is linked to whole</li></ul>	action plan and can articulate the aims of the plan and how it is successfully implemented	and Well Being Training (£300)	<ul> <li>Active targets have been set and are being met by the PE staff as part of their</li> </ul>	curriculum areas
school needs	<ul> <li>PE staff are upskilled by</li> </ul>		performance management	
areas of the curriculum and overall	considering assessment for learning and teaching and learning in other subjects and are able to transfer this knowledge to their own curriculum		<ul> <li>This is enabling teachers to teach high quality PE lessons, embedding skills for pupils to support progress in PE as well as</li> </ul>	













	specialism		other curriculum areas	
Key indicator 3: Increased confidence	, knowledge and skills of all staff in t	eaching PE and sp	oort	Percentage of total allocation:
				9%
Intent	Implementation		Impact	£1,680
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:
<ul> <li>Increasing opportunities for CPD for all teaching staff to widen the range of sporting opportunities available across Key Stages.</li> </ul>	Staff encouraged and supported to request CPD in PE from a range of outside providers and with the teaching school and other	Staff training through PE conference	CPD has been available to all staff including LSAs, TAs, Teachers, and Sports Coaches	Staff have all been well trained throughout the year with high quality CPD
<ul> <li>Training has also been offered in PHSE/PE and the links to pupil wellbeing.</li> <li>Developing the existing teacher skill-set to increase expertise.</li> <li>Increasing opportunities for peer to peer support in the teaching of PE.</li> <li>PE team to offer bespoke, inhouse training for members of staff in a range of teaching and support roles</li> </ul>	<ul> <li>(Mentoring from specialist coaches, attendance at conferences, specialist Dance/Gymnastics training)</li> <li>Staff encouraged to develop their own interest and expertise of individual sports through organising and running extracurricular clubs and one-off sporting opportunities, with a particular focus on competitive</li> </ul>	(£300)  Budget for whole school training x 3 hours 50 p/p mentoring and observations for Staff training and induction (Budget mentoring cover £1080)		<ul> <li>The faculty will remain strong with many members continuing in their role for the next academic year</li> <li>Continue to look for CPD for staff that will further add to the repertoire of skills and sports</li> <li>Ensure high quality outstanding teaching is consistent across all key stages and all teaching</li> </ul>
<ul> <li>LSA's have been trained to engage with pupils in active play and</li> </ul>	<ul><li>opportunities</li><li>Whole school staff engagement</li></ul>	CPD Staff INSET 2022- Dance and Well Being	They will support potential new members of the Sports Council	













encourage active lunchtimes	<ul> <li>in offering extra-curricular sporting provision (CPD)</li> <li>Whole school training on movement in the classroom/curriculum</li> <li>PE Team to take a lead on training LSA's and other support staff</li> <li>Develop a programme of peer to peer support with an ethos of collaboration.</li> <li>CPD:</li> <li>PE conference</li> </ul>		through the summer term.  PE staff are more confident in teaching a range of skills  Expertise is being shared between staff to support succession planning	
Key indicator 4: Broader experience o	   f a range of sports and activities offe	ered to all pupils		Percentage of total allocation: 19%
Intent	Implementation		Impact	£3,698
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:
Additional achievements:  Increasing the range of sports and activities on offer so that children are able to try a wider variety of sports.  Increasing opportunities for pupils to be taught by outside professionals	equipment to offer.	providers) Staff time to organise and work alongside	<ul> <li>Children have had a range of opportunities to engage in a variety of sports/ fitness activities.</li> <li>Targeted clubs for KS1 to improve confidence levels</li> </ul>	Many contacts have been made with external agencies, these will be maintained and children will be able to be exposed to a wider range of sports













individual/groups of children to ensure inclusion of all.		• Years 1-4 ballet	The school has spent budget on outdoor resources for a
Further develop partnerships		• Years 1 & 2 gymnastics	range of different sports and activities, broadening pupils
with local clubs and professionals	Start Archery equipment-£300	Years 3 & 4 street dance	understanding of exercise and activity
specialists	Year 6 (£313)	• Years 1-3 curling	An audit of the different
<ul> <li>Engaging pupils in non-sedentary activities alongside supporting</li> </ul>	Year 6	• Years 4 – 6 Dodgeball	resources that school has for a range of exercises and
mental health and well-being.		• Years 2/5/6 bikeability course	activities, this will be used to continue to grow the number
Supporting children in receipt of the PPG to access further sporting opportunities including      residentials (Bikeshility)	Costed at £13.80 p/ch =£180	<ul> <li>Children now know how to safely handle equipment and effects of exercise and fitness on their bodies.</li> </ul>	of different sports we are able to expose pupils to
		<ul> <li>Children now know benefits of different food groups on their bodies.</li> </ul>	
		<ul> <li>Specialist teacher supporting children with SEND.</li> </ul>	
		<ul> <li>Guidance on specialist equipment and adapting teaching</li> </ul>	
		to support specific needs.	
		<ul> <li>Link made with local tennis club to provide expert tuition.</li> </ul>	











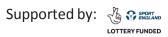


Key indicator 5: Increased participation	on in competitive sport			Percentage of total allocation:
				3%
Intent	Implementation		Impact	£600
Your school focus should be clear what you want the pupils to know and be able to do and about what they need to learn and to consolidate through practice:	Make 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:
<ul> <li>To develop opportunities to engage in competitive sport at a range of levels so that School and British Values are taught effectively through activity.</li> <li>We will look at increasing the number of intra school events, so that pupils have exposure to competitive sports.</li> </ul>	pupils such as medals, certificates for participation, sports day medals, trophies for house event winners.  • We will investigate new ways of	and resources	<ul> <li>Pupils engaged in a range of virtual competitions throughout the year provided by MKSSP against local schools.</li> <li>Children are engaged and wanting to do competitions</li> <li>Morning sports clubs are part of the school calendar regularly</li> </ul>	<ul> <li>Intra school competitions have been well received by pupils with 97 % of children taking part in 1 or more intra sport opportunities on average in every year group</li> <li>The next step is to continue the intra schools competitions over the coming academic year and rejoin the inter school sports competitions where possible.</li> <li>MKSSP events will be utilised to target those pupils who may be otherwise reluctant to engage in sporting activities. This will have a particular focus on inclusive events</li> </ul>













- Girls football festival through the Ladies Football Association • Commonwealth Themes - Cross Curricular Days (resourcing for a range of inclusive sports) Competitive intra -school games opportunities are planned for each half -term within the PE long and medium term planning MKSSP events will be utilised to target those pupils who may be otherwise reluctant to engage in sporting activities. This will have a particular focus on inclusive levents. Cluster school links will be
  - nurtured to provide a range of competitive teams events allowing for B and C Teams
  - There will be an A, B and C team for Football, Netball and Basketball.
  - Children will regularly have the opportunity to compete at Level 2 and where possible, children will be encouraged and supported to represent the school at Level 3.













Signed off by	
Head Teacher:	Paul Quinton
Date:	22 <sup>nd</sup> July 2022
Subject Leader:	Teresa Cartlidge
Date:	15 <sup>th</sup> July 2022
Governor:	Chris Williams
Date:	22 <sup>nd</sup> July 2022









