Primary PE & Sports Premium



2021 - 2022



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 to make additional sustainable improvements and the quality of Physical Education, School Activity (PESSPA) Sport **Physical** and 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.ukfortherevisedDfEguidanceincludingthe5kevindicatorsacrosswhichschoolsshoulddemonstrate animprovement. 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 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.

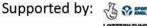
We recommend regularly updating the table and publishing it on your website throughout the year. This evidences your ongoing self-evaluation of how you are using the funding to secure maximum, sustainable impact. Final copy must be posted on your website by the end of the academic year and no later than the 31st July 2021. To see an example of how to complete the table please click **HERE**.

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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.

Key achievements to date until July 2021:	Areas for further improvement and baseline evidence of need:		
 CPD for all teachers on a regular programme Increased active club opportunities Targeted clubs to encourage reluctant groups Increase girls participation especially in football 	 Continue to develop teacher development Continue to develop pupil role in active playtimes Improve provision for core strength in EYFS Improve play opportunities on KS1 playground 		
 Increased success in competitive sports. Unbeaten last season (until lockdown) in football and netball (girls and boys) 	Continue to improve and replace resources for high quality PE sessions		
Won our first football league			
 Increased play opportunities in playground – table tennis / tennis / badminton 			
Improved kits so children feel pride when representing the school and there are no barriers to taking part			











Details with regard to fundingPlease complete the table below.

Total amount carried over from 2019/20	£0
Total amount allocated for 2020/21	£16,800
How much (if any) do you intend to carry over from this total fund into 2021/22?	£0
Total amount allocated for 2021/22	£16,800
Total amount of funding for 2021/22. To be spent and reported on by 31st July 2022.	£16,800

Swimming Data

Please report on your Swimming Data below.

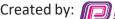
Meeting national curriculum requirements for swimming and water safety.

N.B. Complete this section to your best ability. For example you might have practised safe self-rescue techniques ondry 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 evenif they do not fully meet the first two requirements of the NC programme of study

This data is based on the last cohort who had swimming lessons – due to COVID lessons were suspended last year.

What percentage of your current Year 6 cohort swim competently, confidently and proficiently over a distance of atleast 25 metres? N.B. Even though your pupils may swim in another year please report on their attainment on leaving primary schoolat the end of the summer term 2021. This data is based on the last cohort who had swimming lessons – due to COVID lessons were suspended last year.	87%
What percentage of your current Year 6 cohort use a range of strokes effectively [for example, front crawl, backstrokeand breaststroke]? This data is based on the last cohort who had swimming lessons – due to COVID lessons were suspended last year.	80%
What percentage of your current Year 6 cohort perform safe self-rescue in different water-based situations?	67%
Schools can choose to use the Primary PE and sport premium to provide additional provision for swimming but thismust be for activity over and above the national curriculum requirements. Have you used it in this way?	No













Action Plan and Budget Tracking

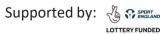
Capture your intended annual spend against the 5 key indicators. Clarify the success criteria and evidence of impact that you intend to measure to evaluate for pupils today and for the future.

Academic Year: 2021/2022	Total fund allocated: 16,800	Date Updated:	September 2021	
Key indicator 1: The engagement of a primary school pupils undertake at le	Percentage of total allocation: 41%			
Intent	Implementation		Impact	
Your school focus should be clear what you want the pupils to knowand be able to do and about what they need to learn and to consolidate through practice	Make sure your actions to achieveare linked to your intentions	Funding allocated	Evidence of impact what dopupils now know and what can they now do? What has changed?	Sustainability and suggestednext steps
Targeted support for reception children focusing on core strength which will help with focus in class during lessons	 Target children with poor core strength to work in small groups with sports coach Differentiate activities to support all children over the year Allocate a staff member who can be trained in supporting core strength in independent play 	£800.00	Children show improved core strength through balance and coordination Children able to sit in a more focused way in whole class and small group teaching	Over time, staff in EYFS trained in supporting the development of core strength so the work is sustainable.
Replace and improve resources on the playground so children can sustain more physical activity during break times	 Audit equipment on playground and field Work with play leaders to identify games and equipment needed Purchase equipment 	£500.00	Children are engaged in physical activity on the playground, from individual challenges to small group scenarios Equipment is In place to facilitate this	Continue to build on more substantial equipment to support physical activity on the playground
To replace worn resources so children have the equipment necessary to be active throughout lesson	 Audit PE/Sports equipment Work with sports coach and teachers to identify equipment needed Purchase equipment 	£500	Children have the equipment needed to be physically active and practising skills rather than sharing resources	Continue to build on equipment looking at developing differentiated tools to support children's skill level











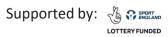


Continuation of MSA provision to support and facilitate constructive play opportunities. All children to have activities that they are able to initiate. To improve play times for children.	 Ensure number of MSAs in post can allow for engagement with children Identify opportunities to develop – including exercise structures and problem solving physical activities. 	£2,981	Are children safe and active during playtimes? Have we maintained and improved our outdoor built environment?	
To install outside audio system which will allow music to be played onto the playground Children will be able to dance and skip to music	 Contact companies to quote Install equipment Involve children in developing dances to teach to the children 	£2,500	Audio system installed Prefect leading dance sessions and skip 2B fit sessions at break times	
				Percentage of total allocation:
Key indicator 2: The profile of PESSPA	A being raised across the school as a to	ool for whole sch	ool improvement	8%
Intent	Implementation		Impact	
Your school focus should be clear what you want the pupils to knowand be able to do and about what they need to learn and to consolidate through practice	Make sure your actions to achieveare 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 suggestednext steps
Development of the pupil play leader role. Children to take on training so that they are able to lead play and support others to be active. Monthly Active Playground Challenge introduced for all children.	 Identify challenges that could be managed on the playground. Make a plan for each of the challenges. Organise prefects to lead activities. (dances and Skip 2B fit) 4. Run challenges. 	£250	Record of challenges undertaken. Do we see all children participating in the challenges? (Get feedback from children.) Development of new challenge ideas.	Once resources are in place play leaders can train the next group at the end of the year, making this sustainable.
Create school to home fit bags. These will provide activities that children in the lower school will use with their parents at home then report back to classmates so they can try the activities as well. KS1 children to engage in activities at home to share at school.	Create sports activity cards. Provide of quality, inspiring resources. Each KS1 class to have an active bag.	£1,000	How many children have participated? How many new activities have been introduced into our playgrounds?	A small budget will be needed to replace broken or missing resources and develop new bags













Celebrate the success in swimming and have accurate records of attainment in Y3/4. Swimming achievement of KS2 children recorded accurately.	 Audit swimming achievement in Y6 (current cohort). Identify numbers of children who may require top up Investigate how we could provide top up swimming Ensure records of achievement are completed for Y3 and Y4 	£250	Swimming data shows high rate of swimming competence.	May need to look at delivering TOP UP swimming to increase percentage of children achieving in all areas.
				Percentage of total allocation:
Key indicator 3: Increased confidence,	, knowledge and skills of all staff in to	eaching PE and sp	oort	34%
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:
Identify training for teachers in areas of PE which they have identified. All children to have high quality lessons delivered in consistent format.	 Liaise with Challenge sports to provide coaches to work alongside teachers in developing PE skills 4 teachers per term 	£6,000	Record of training and development – including cascade training to share vision.	Continue to deliver CPD to teachers in al 6 areas of PE
Key indicator 4: Broader experience of a range of sports and activities offered to all pupils			Percentage of total allocation:	
Rey mulcator 4. Broader experience o	r a range of sports and activities offe	red to all pupils		12%
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:
Continued provision of current clubs. Investigate opportunities to provide extension e.g. to KS1, or wider range of activities offered e.g. fencing club. All children to want to participate in club activities.	 Audit club provision. Carry out pupil survey on activities. Identify times for possible new activities. 4. Find provider/coaches. 	£2000	Club audit and participation analysis. Are more children accessing more activities?	















				Percentage of total allocation
Key indicator 5: Increased participation	on in competitive sport			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
mplement intra school competitions e.g. able tennis. Every class to participate in ompetition.	 Create plan for competition within school Liaise with Challenge Sport. Purchase rewards. 4. Provide time and support for competition games to take place. 	£1,000	Have all children participated in an activity? Which ones were most successful? How can this be improved next year?	

Signed off by		
Head Teacher:	Tracey Webster	
Date:	September 2021	
Subject Leader:	Chris Ward	
Date:	September 2021	
Governor:		
Date:	September 2021	











