

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 2022. 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 2020/21	£0
Total amount allocated for 2021/22	£19,070
How much (if any) do you intend to carry over from this total fund into 2022/23?	£0
Total amount allocated for 2022/23	£18,850
Total amount of funding for 2022/23. To be spent and reported on by 31st July 2023.	£18,850

Swimming Data

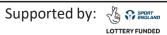
Please report on your Swimming Data below.

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?	37%
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 2022. Please see note above	
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	37%
What percentage of your current Year 6 cohort perform safe self-rescue in different water-based situations?	31%
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

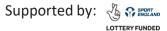
Capture your intended annual spend against the 5 key indicators. Clarify the success criteria and evidence of impact that you intend to measure to evaluate for pupils today and for the future.

Academic Year: 2021/22	Total fund allocated:	Date Updated:]
Key indicator 1: The engagement of a	<u> </u>	Chief Medical Off	ficers guidelines recommend that	Percentage of total allocation:
primary school pupils undertake at le				32%
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:
□ Survey all pupils to establish levels of activity per week. (Target 60 mins per day over 7 days) Identify and target least active pupils in	Staff are to identify least active pupils and ensure they are offered arrange of sporting clubs and	Sports Coaches £4,000	Survey of pupils found some achieve on average over 60 minutes per day but lots do not therefore these 'under active' pupils were targeted for clubs, sporting festivals and playtime	Continue to use our Y6 Sports Leaders to lead activities at play and lunchtimes. Sports Leaders to lead intra school competitions/challenges.
lessons and for sporting events and clubs.	sporting trips/events to attend.	New P.E.	activities to promote and develop their time being active.	Provide even more activities for games for staff to deliver during
Pupils should to be able to regularly take part in a wide variety of different sports through clubs and groups.	Provide an experienced and qualified Sports Coach at lunch time to deliver and organise high quality	equipment £1,500	The range of PE clubs means that a higher proportion of children are taking part in additional sport	5
All children to be active during P.E.	sports and games for the pupils:	OPAL/	through school sport clubs after school and at lunchtime e.g. dance	je.
lessons and to have access to equipment to help them be even more active in lessons.	P.E. Leader to liaise with staff and assess the Complete P.E. curriculum and purchase necessary equipment.	playground resources £200	coach at lunchtimes, gymnastics after school clubs, multi sports clubs and a dance performance at the Arc theatre.	professional development and run in school clubs across a range of year groups.
Children to receive two PE lessons per week from different sports coaches/teacher plus 20 minutes additional fitness activity within class	PE coordinator/Sports coaches to organise a timetable for Personal		Children are now more active during P.E. lessons as there is more equipment to use.	To continue our OPAL provision and develop even more opportunities for active play.













challenge. MGFA to take groups of Personal Challenges to be set e.g. teacher. After school children to the MUGA for sports. Pupil Voice states children are skipping, speed stack for children club coaches Complete P.E. to be used to promote happier with more equipment as to develop their skills and Daily 10 – 15 minutes sessions they are able to partake for longer and teach a range of sports in a competitive nature at £500 sequential order. within class to promote fitness and in lessons and they are not waiting play/lunchtimes. wellbeing. around for equipment. Weekly homework to promote physical The OPAL sports box and activities activity at home. Homework to include regular A range of sports including football, to include a greater ranger of physical activity tasks and school skipping, throwing and catching activities for children to play with. Extra-curricular opportunities offered to website to promote and offer advice and basketball have been all year groups Year 1-6 across the year. on being active outside school time. introduced at play and lunchtimes to engage more children and to To further develop the promotion Coaches timetabled to lead sports at ensure more active playtimes. of local sports clubs to parents lunchtime. (Autumn Term) Sports leaders to attend training and children via 'taster sessions' with SSP. Sports leaders have helped run the and School Comms promotion. 'Olympic athlete' sponsorship Sports leaders trained to lead personal **OPAL** training for staff event within school. challenges at playtimes/lunchtimes. Find a range of home sporting OPAL implemented at Sports leaders have led sessions at activities our children/families can play/lunchtimes. playtimes and lunchtimes to engage in easily and support PE Leader to liaise with OPAL leader promote physical activity allowing families to implement these. to create a range of physical activities more children to be active at these for paly and lunch times. times. Sports Leaders run play and A range of 'taster' sessions have lunchtime activity sessions with small Regular activities for home and been arranged in minority sports groups of pupils. information on outside school e.g. cricket and golf to give children the opportunity to experience a sports clubs sent to parents Promote physical activity at home. range of sports and the sports have all promoted clubs/events outside of school to support parents. OPAL/PE Leader have developed further the physical aspect of playtimes by introducing a greater range of games and having a specific area and equipment box for sporting games. Homework has included













Key indicator 2: The profile of PESSPA	A being raised across the school as a to	ool for whole sch	recommended physical challenges for the children to attempt at home. These have been designed to be easy to complete at home an offer a range of challenge, activity to engage a range of pupils.	Percentage of total allocation: 29%
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:
	Purchase bespoke OLPS t-shirts, shorts and weatherproof tops for out of school activities.	£2,000	New OLPS sports kit has been chosen through pupil voice and be in use for the 2023/24 academic year.	Promote P.E. by having local sporting heroes visit school. To have even more 'taster'
Celebrate the physical alongside the	During PE sessions introduce 'My Personal Best' from Complete PE planning		Children who represent the school have worn OLPS kit and pupil feedback is very positive as they	sessions for children to try new sports. To embed My Personal Best' and
Role Model visits to school	Children are to meet and partake with role models from various sports during assemblies/special sporting days.	£ 3,500	state they feel 'proper athletes' 'part of the Oxbridge team' and that they feel more confident wearing	have all children successful in P.E. lessons.
	School to enter as many competitions as possible to raise the profile and			For more children to have access to a range of sporting activities/clubs outside school.
Celebrate school sporting success and participation both within the school and community activities.	enjoyment of sport in school All sporting abilities to have access to sporting festivals or events to help raise		throughout the 2023/24 academic year as there was a delay getting resources cards from Youth Sport Trust.	
Sporting success to be celebrated in school assemblies and social media.	the profile of sport in school. All sporting events to be celebrated in		School/pupils have taken part in 32 sporting competitions/festivals or	
	school and school to report the successes via Facebook, Twitter and		taster sessions this past year raising the profile of physical activity and	













of each lesson (one SSV per half term focus).

school website.

P.E. Newsletter to inform and promote the P.E. to the wider school community.

Regular P.E. activities sent to parents to help children and parents access physical activity at home and outside school.

the joy of sport. Children have gained certificates and medals and have felt proud of their achievements. Children have competed and also used the 6 Schools Games Values and Y3 have won a trophy for Respect at a recent sporting festival.

Sporting festivals have aided fine and gross motor skill development.

All P.E. events, competitions and festivals have been displayed in the main school hall and shared on social media to families. All sports teams get a 'special' mention in whole school assembly to promote physical activity and to inspire others.

P.E. newsletters are posted on the school website to promote physical activity and inform parents of participation in physical activity.

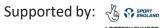
School Games Values have been promoted each half term to ensure that not just physical skills but thinking skills, social skills and personal skills are also promoted allowing all children to be successful in P.E. This has enabled the development of life skills that are transferred to other curriculum areas, wider school and beyond.

School Sports Day has been reintroduced following COVID and all













children got a medal and each class
had a separate winner for each of
the 6 School Games Values receiving
a trophy and certificate. Children
reported they loved the Sports Day
and many commented on the fact
they could be successful without
having to win.
Lucy Turner GB heptathlete visited
school as part of a fundraiser and to
promote physical activity. School
raised £1900 towards new PE
equipment and this gave P.E. a very
high profile for a month.
The 5 sporting activities were set as
part of homework and P.E. lessons.
Parents have been forwarded all
sporting club/out of school activities
we have received from outside
agencies to help promote and allow
them access a range of sporting
activities outside of school.

Key indicator 3: Increased confidence, knowledge and skills of all staff in teaching PE and sport				Percentage of total allocation:
				9%
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:













Lunchtime staff to be given CPD on playground activities. Sports Leaders to receive and then lead training to set up small group physical activities at play and lunchtimes.	Use SSSP CPD to train up lunchtime supervisors then they can lead small groups in physical activity on the yard/MUGA. During P.E lessons in dance and	£800 £1,000	Monitoring of P.E. lessons show high quality of teaching from teachers and sports coaches. Pupils make good progress and are confident in showing and discussing sporting skills Teachers are using the 6 School Games marks to ensure all children have success in P.E. lessons which has	starting in September 23. Professional coaches to come into school to deliver 'taster sessions' staff can use and then further develop their own skills in the
Professional sports coaches to deliver CPD to all teachers in gymnastics and dance via weekly P.E. lessons.	gymnastics teachers are to develop the teaching skills by observing and part-taking in gymnastic and dance lessons led by professional coaches.		given many of the least active children more confident to partake in P.E. sessions. Gymnastics and Dance coaches continue to support and develop	pupils teaching.
P.E. leader to keep staff up to date with latest P.E. protocol and resources.	PE leader promotes PE to staff in staff meetings and keep staff updated on latest resources/evidence and theory.		teachers person skills in these areas helping them teach higher quality lessons across all P.E. curriculum subjects.	Sports coaches to deliver further after school clubs allowing staff to co-teach therefore developing their personal skills.
Staff to have access to a range of CPD courses run by SSSP.	All staff to have to have the opportunity to access PE CPD throughout the year. PE leader to audit resources and		P.E. CPD has been offered to staff as it has become available and the P.E. leader has attended courses and fed back information and resources to all staff in staff meetings.	Provide a range of resources to allow teachers to have short 'brain break' type sessions in class that get children active throughout the day.
Staff to have access to all equipment needed to teach high quality, motivating and inclusive PE sessions.	purchase equipment to allow full participation in PE lessons for all children.		Further equipment has been purchased to ensure children are able to be active for longer in lessons and to allow teachers to demonstrate how to use equipment to pupils.	
Key indicator 4: Broader experience o	f a range of sports and activities offe	ered to all pupils		Percentage of total allocation: 10%
Intent	Implementation		Impact	1070
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?:	
Additional achievements:		Swimming	There have been 30 sporting competitions/festivals or taster	Outward-bound residential Y6
Use SSSP to provide opportunities for children to engage in a wide variety of sporting activities.	pporting restivais/competitions.	£2,000	Y6. This has had a positive impact on increased confidence, improved wellbeing and pride in children.	Re-organise judo taster session. Organise a range of alternative
PE Leader to liaise with SSSP and other school networks to develop a bank of local sports clubs/associations that will come to school or offer activities for pupils. Review PE curriculum to ensure broad range of physical activities are offered to pupils.	Children will experience a range of sports that will suit their skills set.		respect. All children across Reception to Y6	sports e.g. curling. All teachers to know who are their least active and to keep a track of these children attending sporting events/clubs. Continue to use the SSSP range of events for children to attend. Continue to use Complete P.E. to promote teambuilding sports. To continue to offer SEND children the opportunity to compete in a range of sports. To offer opportunities for under active pupils to partake in festivals/competitions. The focus of sporting festivals to be on the six School Games Values and doing your best to promote motivation, competence and confidence in all pupils.

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Key indicator 5: Increased participation	n in competitive sport			Percentage of total allocation:
				18%
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:
Set up class competitions at the end of PE units (where applicable). PE leader to monitor pupil engagement in sporting activities/events	PE leader to hold staff meeting to ensure staff understand and set up class/inter class competitions. PE Leader to ensure a range of children access competitions, festivals and taster days.	Paid coaches/clubs £2,000 Transport £1,500	to attend.	To offer a wider range of sporting clubs especially to less active children. New sports kit to promote and encourage pride in representing school at sporting events. To continue to enter as many SSSP events as possible.
Pupils survey on sports/activities they would like in school. Survey children to see which clubs/activities they partake in outside of school.	Set up pupil surveys to help target provision.			

Signed off by	
Head Teacher:	L Amerigo
Date:	19/7/23
Subject Leader:	A Irwin
Date:	05/07/23













Governor:	T Keates
Date:	19/7/23











