

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 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?	£O
Total amount allocated for 2021/22	£19,070
Total amount of funding for 2021/22. To be spent and reported on by 31st July 2022.	£19,070

Swimming Data

Please report on your Swimming Data below.

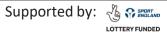
Meeting national curriculum requirements for swimming and water safety.	
N.B. Complete this section to your best ability. For example you might have practised safe self-rescue techniques on dry land which you can then transfer to the pool when school swimming restarts. Due to exceptional circumstances 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?	52%
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	58%
What percentage of your current Year 6 cohort perform safe self-rescue in different water-based situations?	47%
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

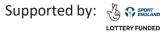
Capture your intended annual spend against the 5 key indicators. Clarify the success criteria and evidence of impact that you intend to measure to evaluate for pupils today and for the future.

Academic Year: 2021/22	Total fund allocated: 19,070	Date Updated:	July 2022]
Key indicator 1: The engagement of a	Percentage of total allocation:			
primary school pupils undertake at le	36%			
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:
Pupils should to be able to regularly take part in a wide variety of different sports through clubs and groups. As many children to be active during P.E. lessons and to have access to equipment to help them be even more active in lessons. Children to receive two PE lessons per week from different sports coaches plus 20 minutes additional fitness activity	PE coordinator/Sports coaches to	Sports Coaches £4,000 New P.E. equipment £2,000 OPAL £1,000	higher proportion of children are taking part in additional sport through school sport clubs after school and at lunchtime e.g. dance coach at lunchtimes and 'Beat the Street'. Children are now more active during lessons as there is more equipment to use.	We will use our Y6 Sports Leaders to lead activities at play and lunchtimes. Children will be set more 'Personal Challenges' both in school and at home. Provide more activities for games for staff to deliver during playtime and lunchtime to encourage active play.
with class teacher. Complete P.E. to be used to promote and teach a range of sports in a sequential order. Weekly homework to promote physical activity at home. Extra-curricular opportunities offered to	organise a timetable for Personal challenge. MGFA to take groups of children to the MUGA for sports. Daily 10 – 15 minutes sessions within class to promote fitness and wellbeing. Homework to include regular physical activity tasks and school		Pupil Voice states children are happier with more equipment as they are able to partake for longer in lessons. A range of sports including football and basketball have been introduced at play and lunchtimes to engage more children and to ensure more active playtimes.	Sports coaches in dance and gymnastics to continue to offer professional development and run in school clubs across a range of year groups. To continue our OPAL provision and develop even more opportunities for active play.













all year groups Year 1-6 across the year. Coaches timetabled to lead sports at lunchtime. To continue to send activities home for children to remain active during the pandemic. Sports leaders trained to lead personal challenges at lunchtimes.	website to promote and offer advice on being active outside school time. MGFA to provide after school sports clubs Sports leaders to attend training with SSP. OPAL training for staff OPAL implemented at lunchtime.		Those children identified as under active or with special educational needs are targeted by staff to attend clubs, be more active at play and lunchtimes and selected to compete for the school in a range of sports Evidence suggests that more pupils are taking part in active physical activity during lunch time. OPAL	
			equipment has seen children being creative with their physical activity.	
Key indicator 2: The profile of PESSPA being raised across the school as a tool for whole school improvement				Percentage of total allocation:
				13%
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:
• • •	School to enter as many competitions as possible to raise the profile and enjoyment of sport in school	£ 2,500	School has attended over 30 sporting festivals/competitions this year engaging a range of abilities.	To work with SSSP to promote P.E. by having local sporting heroes visit school.
participation both within the school and community activities.	All sporting abilities to have access to sporting festivals or events to help raise the profile of sport in school.		Under active girls have been a specific focus as seen in the Disney Girls Football Festival.	To have various 'taster' sessions for children to try new sports.
	All sporting events to be celebrated in school and school to report the		Sporting success has been celebrated via Facebook, Twitter	To ensure children are able to state the School Games Values.
	successes via Facebook, Twitter and school website.		and school website promoting the profile of sport to parents/carers.	For children to realise and partake in sports outside P.E. lessons for













focus).		example play/lunchtimes and at
		home.
P.E. Newsletter to inform and promote		
the P.E. to the wider school community		Sports Leaders to have a more
		visible and active presence at
		play/lunchtimes.

Key indicator 3: Increased confidence	, knowledge and skills of all staff in t	eaching PE and s	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:
Staff training on implementing new Complete P.E. scheme of work to allow even better quality lesson, assessment	P.E. leader to deliver training to all staff on how to implement Complete P.E.	SSSP £2,228		Specialist dance and gymnastics coaches to continue continual CPD for all teachers in Autumn term.
Professional sports coaches to deliver CPD to all teachers in gymnastics and dance via weekly P.E. lessons	P.E. leader to implement assessments from Complete P.E. to allow staff to accurately assess pupil attainment in P.E.	Complete P.E. £1,200	Due to Complete P.E. children are accessing a range of sports which are delivered confidently by staff.	Teachers to teach both P.E. session each week with support from Complete P.E. and P.E.
SSSP to deliver CPD to staff to encourage under active and SEN pupils	During P.E lessons in dance and gymnastics teachers are to develop the teaching skills by observing and part-taking in gymnastic and dance lessons led by professional coaches. SSSP to deliver training to teachers and P.E. leader to help raise knowledge and confidence in staff.		about skills they have learnt in PE lessons and can explain how they can	leader. SSSP to provide CPD for staff in engaging under active pupils.
			The P.E. leader has received CPD from SSSP which has been passed onto staff via feedback and staff meetings.	













Key indicator 4: Broader experience	of a range of sports and activities offe	ered to all pupi	S	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:
Additional achievements: Provide opportunities for children to engage in a wide variety of sporting activities. Complete P.E. to provide staff with a range of detailed lessons in a range of sports.	Children to be offered a range of sporting festivals/competitions. Children to have access to a range of taster sessions within school in a range of sports. Children will experience a range of sports that will suit their skills set.	Swimming £2,000 Transport £1,500	County Cricket Club Pupil Voice was extremely positive and several children stated they had enquired into joining Stockton Cricket Club. SSSP events have raised sporting success in children along with a sense	refine school tracking system to make it clearer which children have taken part in a competitive activity Outward-bound residential Y6 Re-organise judo taster session. Organise a range of alternative sports e.g. curling. Continue to use the SSSP range of events for children to attend. Continue to use Complete P.E. to promote teambuilding sports.













Key indicator 5: Increased participation in competitive sport				Percentage of total allocation:
				13%
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:
Children to be inspired to participate in competitive sport.	All children will have an opportunity to compete in a sport regardless of their sporting ability, gender or social background.		All year groups (Y2 – Y6) have been offered participation in at least two competitions or festivals this academic year. Sporting competitions are often oversubscribed with pupils wanting to attend. Pupil Voice shows children are extremely keen to represent the school and are proud of their achievements. School has again achieve 'Gold' in the Schools Games Mark and are now able to apply for 'Platinum' next year.	

Signed off by		
Head Teacher:		
Date:		
Subject Leader:	Ali Irwin	
Date:	20 th July 2022	
Governor:		
Created by:	Physical Partnerships Partnersh	LOTTERY FUNDE





Date:		











