

Evidencing the impact of the Primary PE and sport premium



Commissioned by



Department
for Education

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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 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 gov.uk for the revised DfE guidance 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. DfE encourages 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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Total amount carried over from 2019/20	£8000
Total amount allocated for 2020/21	£18692
How much (if any) do you intend to carry over from this total fund into 2021/22?	£14873
Total amount allocated for 2021/22	£17750
Total amount of funding for 2021/22. To be spent and reported on by 31st July 2022.	£32583

<p>Meeting national curriculum requirements for swimming and water safety.</p> <p>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.</p> <p>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</p>	N/A
<p>What percentage of your current Year 6 cohort swim competently, confidently and proficiently over a distance of at least 25 metres?</p> <p>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 2020.</p> <p>Please see note above</p>	N/A
<p>What percentage of your current Year 6 cohort use a range of strokes effectively [for example, front crawl, backstroke and breaststroke]?</p> <p>Please see note above</p>	N/A
<p>What percentage of your current Year 6 cohort perform safe self-rescue in different water-based situations?</p>	N/A
<p>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?</p>	N/A

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Academic Year: 2021/22	Total fund allocated:	Date Updated:			
<p>Key indicator 1: 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</p>			Percentage of total allocation:		
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:	
Engage children with recording and evaluating their skills.	<ul style="list-style-type: none"> - I pads purchased for children to watch skills when needed. - Recorded gymnastic and dance sequences to continue learning after lesson. - Re-watch previous skills to build on. 	<p>£9840</p> <p>£9665</p>	Children have been able to use what they did last lesson to continue learning in previous lessons. Lessons have been more focused on new skills and how to improve their skills rather than recapping what they did last time. Quote “My legs are straighter this week!” Children’s confidence has increased. Evidence of lessons. High engagement. Cross-curricular. Used during	Children will move to the Junior school with improved ability to evaluate themselves and others and can recognise their own personal improvements. Continue with this next year so it is long term. Used across the key stage and even EYFS. Use in team sport lessons to reflect on how their skills have improved/need improving.	

			sports day to record and take pictures of children and also to record scoring.	
Provide children with at least 1 hour of physical activity per week.	<ul style="list-style-type: none"> - Children are receiving at least 1 hour of indoor or outdoor PE. - KS1 children received a lesson through their class teacher and through specialist coach- Flt4Fun throughout the year. - Supermovers used within class. - Fit4Fun delivered after school club for children to attend. 	£6092.45	<p>Children enjoyed the extra PE lesson per week in Year 2 and were asking for more. All children are receiving 1 hour of PE a week minimum.</p> <p>Sportsmanship, healthy bodies and engagement in sport has increased. Staff voice- "The sessions with Danny have been fantastic. The children really enjoyed the gymnastics sessions in particular and Danny adapted the lessons to meet the needs of the children. He carried this on over a full term as the children were making some really good progress and engaging well with the sessions. They found some of the earlier sessions a bit tricky but following feedback they adapted to meet the needs more" "Excellent, Danny is informative and talks you through each session, he has a good rapport with the children and I feel like I've learnt a lot from him, especially with how he linked the warm-up sessions to the moves in gymnastics".</p> <p>Pupil voice- "I enjoyed badminton." "I enjoyed frisbee and knocking the cone over".</p>	<p>Children have had quality sports coaching so want to continue next year. Teachers have developed skills to continue to deliver.</p>

Range of equipment to be used at playtimes.	<ul style="list-style-type: none"> - Range of equipment purchased to ensure children have different games they can play. - Encourage playing of new games. - Improve skills. - Staff have an area to oversee on playtimes and encourage correct use and model new games. 	£687.82	<p>Children have enjoyed the new sports on offer e.g. use of large dice to promote circuit printed on playground.</p> <p>Children have enjoyed using the new basketball hoops to improve aim and throwing game.</p> <p>“Is it our turn with the basketball nets today?”</p>	Y1 children to show/work with FS2 children as they move into KS1 to show how to use equipment. Staff to encourage active play.
Key indicator 2: The profile of PESSPA being raised across the school as a tool for whole school improvement				Percentage of total allocation:
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:
Inspire children with new sports and understanding the dedication athletes have to achieve great things.	-Books purchased for EYFS and KS1 to be used in the library for them to choose from.	£148.12	<p>Children are excited about choosing a new library book. Cross Curricular.</p> <p>Children are inspired to try new sports and be like sports stars.</p> <p>Quote- “I want to read about Marcus Rashford”.</p> <p>Inspired more boys to read.</p>	Love of reading continued. Use within lessons for discussions or lunch clubs.

			Children learn about new sports- Lewis Hamiton.	
To increase the enrichment of PE throughout the school.	Ninja Warrior Kids came and delivered a workshop about mental health and wellbeing as well as inspiring children. Delivered to FS2 and KS1 over 2 days including a whole school assembly. Demonstration of Ninja warrior in action and opportunity for them to have a go. Challenges available for the children.	£1300	Boys have been able to see how gymnastics have different possibilities. Children have participated in new activities. Children learnt about how to keep their minds healthy and have been able to reflect on the session to support them. Challenges showed children how they are not all achievable first time and built resilience.	Staff can use the mental health and wellbeing presentation in future years to support the children. Half termly challenges could be set for children to persevere to achieve- showing an understanding of it is not always easy to achieve first time.

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

<p>Quality Professional coaching to increase the confidence of staff teaching in PE.</p>	<p>-Fit4Fun have been in school weekly since September. They have worked with FS2 and KS1 on delivering PE lessons. -Coaches spoke to PE lead initially to see what the school needed more support with. Gymnastics was a starting point for each year group. -As the year progressed, coaches spoke to teachers to ask what they wanted more support with and teachers were able to choose the sports.</p>	<p>£6092.45</p>	<p>-Each year group has had 3 blocks of coaching throughout the year. Children have been engaged with sessions “Is Danny teaching us today?” when it is not their block of teaching. Teachers have been able to use what they have observed into their own lessons. Children have had more than 1 hour of taught PE per week. Increased confidence with delivering areas not as confident with. Respect and confidence of children working with outside agencies. Staff voice- “Useful to learn new warm ups, how to teach skills at a child friendly level and how to build skills up into game practice in the final few sessions. It was also useful to learn how to input body parts and muscles into the teaching of PE”. “I found the sessions really beneficial for my own subject knowledge.”</p>	<p>Look more at CPD and work with the teachers to support them with planning and delivering lessons. Staff voice- would like support with planning and delivering PE sessions so team teach approach is something to look into further.</p> <p>Prepared to work with other companies when moving up to the Junior schools.</p> <p>Pupil voice said they would like more coaches to come and teach them.</p>
<p>Key indicator 4: Broader experience of a range of sports and activities offered to all pupils</p>				<p>Percentage of total allocation:</p>
<p>Intent</p>	<p>Implementation</p>	<p>Impact</p>		

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:
Increase of physical activity at break, lunch times and before/after school.	<p>-Outdoor Traverse wall panels purchased for the children to use at playtimes and lunchtimes.</p> <p>-Wooden climbing frame used at playtimes and lunchtimes needs maintaining to ensure it is safe.</p> <p>-Outdoor Coomber system purchased to use at playtimes and for engagement with sports.</p> <p>-Playground equipment purchased to promote physical activity.</p>	<p>£1739.94</p> <p>£1824</p> <p>£1770.50</p> <p>£326</p>	<p>-Children use it on playtimes and lunchtimes. Increased their balance and coordination. Rota has been set up for use to ensure the same children are not always accessing it while others want to.</p> <p>Maintenance has meant this can be enjoyed still. Children play on it at playtime and lunchtimes while some also choose it for extra playtimes.</p> <p>Range of sports available for the children in their own time to access. Used to invite parents in to do a 'Santa Dash' and 'Daily Mile'. Used during Active Travel week to encourage children to come to school actively. Us ed during playtimes in the summer term to encourage being physically active.</p> <p>Playtime equipment has been replenished now Year 1 and Year 2 are back playing together at</p>	<p>-Continued to be used during the day for children to improve their balance and coordination.</p> <p>Club could be set up for challenges.</p> <p>Children continue to use it in their time.</p> <p>A Term danceathon could be an option. Children can create their own dances/exercises to music.</p> <p>Rotas set up for next year so all classes have the opportunity to play with</p>

			playtimes. Children have enjoyed playing with the rackets and balls to increase their hand/eye coordination.	equipment. Children continue to choose it to play with.
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Key indicator 5: Increased participation in competitive sport				Percentage of total allocation:
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:
2022 Sports Day- competition and teamwork.	Children participated in a carousel of activities that are focusing on field activities. 4x races for the children to participate in and compete against their own age group. Parents spectate.	£25.68	Children are able to understand sportsmanship. Individual races but also team races- relay. Team building skills during the carousel activities. Stickers purchased for the competition side of sports day and children could see how they did.	Continue to develop inter-school competition. Sports leaders from Junior school to lead some competition. Children understand how they won't win everything.

Signed off by

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Date:	22.07.22
Subject Leader:	J. Scott
Date:	18/07/22
Governor:	R Tyler
Date:	18.07.22

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