

Evidencing the impact of the Primary PE and sport premium

Website Reporting Tool

Revised July 2021

Commissioned by



Department
for Education

Created by



YOUTH
SPORT
TRUST



Details with regard to funding

Please complete the table below.

Total amount carried over from 2019/20	£7258.00
Total amount allocated for 2020/21	£20,790.00
How much (if any) do you intend to carry over from this total fund into 2021/22	£18,455.88
Total amount allocated for 2021/22	£20,610.00
Total amount of funding for 2021/22. To be spent and reported on by 31st July 2022.	£38,828.78
Contribution made towards PE from school funds	(£5,178.22)

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	This current cohort missed their swimming lessons due to the Covid pandemic and the pools being closed.
What percentage of your current Year 6 cohort swim competently, confidently and proficiently over a distance of at least 25 metres? 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	18%
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	18%
What percentage of your current Year 6 cohort perform safe self-rescue in different water-based situations?	45%

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

Key achievements to date	Areas for further improvement and baseline evidence of need:
<ul style="list-style-type: none"> • Children able to enjoy a rich and diverse curriculum that builds on progression of skills and children succeeding in sport at their own level • Increased club opportunities for children • Increased participation in school clubs • Increased participation in School Sport across the school • Children active at home, logging their activities through Get Set to Tokyo • MTA's promoting activity and play through a range of equipment available. • PE Display, links with curriculum learning across the school, celebrates achievements and promotes extra-curricular clubs • Real Legacy (Gym, Leaders and Real Play) to be introduced across the school -CPD for staff • Continue with increasing number of inter and intra competitive opportunities for all children • CPD for key staff (Real Play and Real Leaders) • CPD for new staff 	<ul style="list-style-type: none"> • Purchase and install climbing equipment for KS1 and KS2 to replace equipment that had worn out (this will be funded from the remaining funds that were allocated for the Summer Term that could not be used due to Covid 19 restrictions) • To continue working towards the objectives set in the Real PE Sport and Health Wheel and the Learning Nutrition Wheel • Swimming programme to address year group that missed lessons due to Covid as well as provide lessons for current Y4 • To ensure children across the whole school choose or are guided towards appropriate challenge in REAL PE, REAL GYM and REAL Dance lessons. • To continue to audit and improve PE equipment and facilities. To continue to target inactive children through extra- curricular opportunities developing health and well-being, and promoting active lunch times with the reintroduction of Sports Leaders • To work alongside SGO and School Games to facilitate inactive children accessing greater opportunities and experiences • To ensure REAL PE assessment wheel is being used effectively and is being used with REAL Gym and REAL Dance. • Continue with the use of REAL PE at home to develop successful family engagement strategies to establish and sustain healthy habits. Pupils are accessing a greater number of sporting activities. • Ensure all pupils are active

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.

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: £38,828.78		Date Updated: July 22	
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					Percentage of total allocation: 83.41%
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:
To install active play trail in KS2 area to enable pupils to be more active during lunch and play times. To further develop OAA activities for children to access and to allow children to strengthen their agility, balance and coordination skills	1.1 Results from class surveys show children would like climbing equipment, most popular choice of equipment. Meet and discuss requirements with several companies. Quotes from several companies provide a choice and range of options and installation times. Installation in June 22 Timetable for access for all children		£20,990	Children are now able to access the play equipment during break and lunchtimes. Behaviour during lunch has improved. Children are more active during these times than before the equipment was installed.	Maintenance of equipment. Support inactive children to get more out of the equipment. Teach where needed children to be able to hang upside down or swing from one point to another or balance across a bridge, so that no area is a barrier to any child
To install active play trail in KS1 area to enable pupils to be more active during lunch and play times. To further develop OAA activities for children to access and to allow children to strengthen their agility, balance and coordination skills	1.2 Results from class surveys show children climbing equipment the most popular choice of equipment Quotes form several companies Installation in June 22 Timetable for access for all children		£15,215	Children are now able to access the play equipment during break and lunchtimes. Behaviour during lunch has improved. (Cpoms data) Children are more active during these times than before the equipment was installed.	Maintenance of equipment. Support inactive children to get more out of the equipment. Teach where needed children to be able to hang upside down or swing from one point to another or balance across a bridge, so that no area is a barrier to any child

<p>All pupils in Foundation stage to be introduced and continue to use REAL Play and REAL Foundations alongside REAL PE, REAL GYM and REAL Dance twice a week.</p> <p>All pupils in KS2 to continue with 2 hours of PE every week. One hour of REAL GYM and REAL Dance and one of REAL PE up to the end of Y4 then Y5 and Y6 to learn specific sports to give them the knowledge and skills to play in festivals and competitions both at school and against other schools.</p> <p>Assessments to show improvements in children's physical development as well as the whole child.</p>	<p>1.3 All Foundation staff to deliver REAL Gym following training and begin using REAL Dance alongside REAL PE, REAL Play and REAL Foundations.</p> <p>1.4 All Key Stage One teachers to deliver REAL Gym following training and begin using REAL Dance. All Key Stage 2 teachers to deliver REAL PE following training.</p> <p>Continue to teach specific sports in Y5/6 to enable children to access festivals and competitions.</p>		<p>Elements of Real Play beginning to be used across the Foundation stage.</p> <p>Real Gym, Dance and PE now being delivered throughout this Key Stage. All pupils received two hours of PE each week.</p> <p>Y5/6 pupils beginning to access more festivals and competitions</p>	<p>Continue to embed this into the curriculum</p> <p>Continue to embed this into the curriculum and develop Y5/6 learning specific sports to access local school leagues and competitions and school games. Ensure competitive element of Real PE is developing and intra and inter competitions to be held.</p> <p>All years 3-6 to access more competitions in the wider community</p>
<p>Continuation of all REAL PE platforms Enabling pupils to access 2 hours of PE each week</p>	<p>Subscription paid to support PE platforms</p>	<p>£500.00</p>	<p>Linked with Intention, Implementation and Impact</p>	<p>Continue with this subscription through 2022/23.</p>
<p>Key indicator 2: The profile of PESSPA being raised across the school as a tool for whole school improvement</p>				<p>Percentage of total allocation: 6.82%</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: £3000.00	Evidence of impact: what do pupils now know and what can they now do? What has changed?	Sustainability and suggested next steps:
To continue to develop and embed a whole school approach to the delivery of PE and sport through the curriculum, clubs, festivals and competitions.	<p>2.1 Ensure implementation of curriculum planning and assessment procedures across KS1 and KS2. Long term and medium-term plans are in place ensuring progression of knowledge and skills in the delivery of all aspects of PE across the school. REAL PE programme set up throughout the school. Subscribe to the GTS partnership to facilitate access to festivals and competitions. Attend local school competitions with in the community where possible as well as GTS provision.</p> <p>Whole School Sports Day Whole school intra and inter school sports competitions planned out for whole academic year KS2 Summer Sports KS2 Running KS2 Netball</p> <p>2.2 Subject Lead to assess class assessment wheels at the end of each term to ensure quality coverage and identify the needs of children</p> <p>2.3 Ensure that the swimming programme is enabling all children to achieve their best in swimming and water safety.</p> <p>2.4 To provide clubs children wish to</p>		<p>Planning and assessment now in place through the PE intent and Real PE assessment wheels.</p> <p>Festivals and Competitions accessed through GTS and the wider community. Y3 Multiskills attended Y2 Multiskills attended Gifted and Talented identified and following the G and T pathway set out from GTS. KS1 Y2 Dance Festival attended KS2 Y4 Dance Festival</p> <p>Sports Days were held in Reception and Foundation, Y1 and 2, Y3 and 4 and Y5 and 6.</p> <p>Swimming programme allowed Y5 to catch up missed lessons due to lockdowns. Y4 also had a series of lessons this year. This cohort have been monitored throughout the year and session allocations have been planned accordingly including PP children in Y4. Children asked which clubs they would like to attend.</p>	<p>Continue with membership of GTS to enable access to sports festivals and competitions in the wider community.</p> <p>To increase intra and inter school competitions for pupils in particular Y3-6 especially now the competitions are now becoming more established post covid measures.</p> <p>Sports Days will continue next year.</p> <p>Swimming programme in place for Y4 cohort next year.</p> <p>Increase the number of clubs, the range and the age groups</p>

	attend 2.5 Review and update quality equipment for curriculum and club use. 2.6 Continue to ensure regular reporting of sporting achievements in assemblies, newsletters and School Dojo. Also use main page Dojo for advertising sporting opportunities in the wider community.		Equipment replaced as and when needed. All events reported on Class Dojo main school page and on weekly school newsletter.	on offer to enable more children to get involved and be active. Continue to post on Dojo, School newsletter and feature in assembly.
To facilitate a programme of swimming that enables children who have missed out due to Covid Lockdowns and pool closures.	2.5 Pupils in Y4 and Y5 will attend swimming lessons to allow for pupils who have missed lessons		Greater number of pupils to achieve the minimum requirements of the swimming curriculum.	Continue with swimming provision in Y4.

Key indicator 3: Increased confidence, knowledge and skills of all staff in teaching PE and sport				Percentage of total allocation:
				6.82%
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:
PE lead to develop and monitor PE across the school. To attend PE courses to develop own knowledge and to deliver whole staff training to all staff.	3.1 Lesson observations of each class and teacher to ensure high quality teaching and learning. Monitoring of assessment wheels to see progress across the whole school. To gain knowledge and ideas about how to take PE further forward and to ensure that staff have relevant knowledge and skills to teach to their classes. Monitoring to also take place through	£2000	Real PE now embedded in curriculum. Assessment wheels are also in place. Teachers are now familiar with the REAL PE scheme and are confident at delivering it.	Continue to monitor under new PE lead. Assessment wheels to continue. New staff to be trained in the delivery of Real PE, Gym and Dance.


	<p>pupil voice and photo/video drops.</p> <p>3.2 PE subject Lead to attend online briefings with Real PE team to keep up to date with current developments.</p> <p>3.3 To continue to buy in to the Primary Sports Development Partnership with GTS.</p> <p>3.4 To provide CPD and training to any new members of staff.</p> <p>3.5 Continue to ensure that the subject lead has opportunities to evaluate the impact of the PE curriculum.</p>	£1000.00	<p>Online briefings attended with Real PE team. Meeting also attended with GTS learning community to organise festivals and competitions.</p> <p>Able to access competitions and festivals in the local community</p> <p>Use of the assessment wheels has helped evaluate the impact.</p>	<p>Ensure as many children as possible in each year group are able to access festivals and competitions to create equal entitlement across the year groups.</p>
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Key indicator 4: Broader experience of a range of sports and activities offered to all pupils Percentage of total allocation: 2.5%

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>Participation in GTS Sport Learning Community</p> <p>Transport to various events including Festivals for all year groups to be able to attend at least one festival and competitions</p>	<p>4.1 To continue to embed the festival/competition programme as part of the school's commitment to high quality opportunities for PE.</p> <p>4.2 Where possible transport costs to be kept as low as possible whilst still enabling children to attend festivals and competitions. Virtual</p>	£1102.00	<p>More children given greater opportunities to participate in festivals/competitions and targeted groups given further opportunity to get active.</p>	<p>Encourage more to attend sports clubs so that they will have the confidence to attend competitions and festivals.</p> <p>Transport costs will increase next year as a full programme will be run for festivals and competitions.</p>

<p>Additional achievements:</p> <p>*G and T pupils in Y6 identified</p> <p>*Bikeability to be offered to all Y6 pupils</p> <p>*All children to access OAA on a rota basis</p>	<p>Competitions could also be accessed.</p> <p>5 Y6 pupils identified and now on the G and T pathway - opportunities to join other G and T pupils across the community to play and learn other sports</p>		<p>Children followed the G and T pathway.</p> <p>45 Children passed their Level 1 and 2 Bikeability training this year.</p> <p>All children received Forest School on a 3 x weekly rotation. It was also used for identified children and groups at other times.</p>	<p>Continue with identifying G and T pupils next year.</p> <p>Booked Bikeability again for next year.</p> <p>Train staff to be able to teach Balancability to KS1.</p> <p>Continue with this provision</p> <p>Archery Training/qualification needs to given to amemeber of staff to be able to facilitate passport programme within school.</p>
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Key indicator 5: Increased participation in competitive sport				Percentage of total allocation:
				0.45%
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:
Organise inter-school festivals and competitions along with the development of intra-school competitions to allow participation for all	5.1 To ensure all children have the opportunity to take part in both intra-school and interschool competitions and festivals and to celebrate successes and achievements.	£	Sports Days were held in Reception and Foundation, Y1 and 2, Y3 and 4 and Y5 and 6.	Organise inter-school festivals and competitions along with the development of intra-school competitions to allow participation for all
Sports Day (competitive) Inter Class competitions at the end of topics	5.2 Sports Day for Reception, Year 1/2 Y3/4 and Y5/6 . Stickers and medals to be awarded for successes and achievements. Key Stage 2 pupils to learn attacking and defending skills of games and modified games including basketball, netball, football and tag rugby and competed in small sided games at the end of the teaching sequences.	£200.00	Sports Days were held in Reception and Foundation, Y1 and 2, Y3 and 4 and Y5 and 6.	Organise inter-school festivals and competitions along with the development of intra-school competitions to allow participation for all. Develop more links with class v class competitions over the next academic year.

Signed off by	
Head Teacher:	
Date:	15/7/22
Subject Leader:	P.Figes
Date:	15/7/22

Governor:	
Date:	18/07/22