

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 **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.

 $Please visit \underline{gov.uk} for the revised Df Eguidance including the 5 key indicators across which schools should demonstrate an improvement. This document will help you to review your provision and to report your spend. Df Een courages schools to use this template as an effective way of meeting the reporting requirements of the Primary PE and sport premium. \\$

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.**

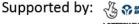
We recommend regularly updating the table and publishing it on your website throughout the year. This evidences your ongoing self-evaluation of how you are using the funding to secure maximum, sustainable impact. Final copy must be posted on your website by the end of the academic year and no later than 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 2019/20	£1806
Total amount allocated for 2020/21	£17,690
How much (if any) do you intend to carry over from this total fund into 2021/22?	£370.45
Total amount allocated for 2021/22	£17,670
Total amount of funding for 2021/22. To be spent and reported on by 31st July 2022.	£18,040.45

Swimming Data

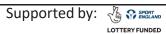
Please report on your Swimming Data below.

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? 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. Please see note above	17/30 57%
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	17/30 57%
What percentage of your current Year 6 cohort perform safe self-rescue in different water-based situations?	17/30 57%
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?	Yes/ <mark>No</mark>













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: £18,040.45	Date Updated:	November 2021	
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: 55%
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 and involve parents and children in healthy eating and healthy living activities that can be followed collaboratively both at school and at home (linked to Health for Life Programme – Spring term onwards).	 Introduce the Health for Life Programme in school and organise physical activities linked to this e.g. healthy cooking, involving parents, intra-sports competitions (buy medals, badges etc). 	£500	Children can articulate the importance of healthy eating and how to maintain a positive mental health.	The Health for Life Programme has taken longer to set up in school this year than anticipated. Next step is to start the planting and growing of vegetables in school, so this intended activity will happen in the new academic year.
 Introduce the Golden mile as an additional activity in the Spring term. 	 Organise a course for the Golden mile. Prizes for participation. 	£500	80% of the children took part in the daily mile at break times.	This to be carried on into the new academic year.
 To inspire children (Upper Key Stage 2) about the importance of improving and maintaining their mental health and personal hygiene and be able to verbalise this. 	' ' ' ' '	£1,986.56	100% of the children in KS2 were engaged in Mental Health week.	Mental Health will continue to be a main focus for school. Mental Wellbeing Champions to work on school on this moving forwards.













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To continue to provide a	 Sports Provider to come in 	£6,825	70% of children were engaged in	
staggered lunchtime activity	on a staggered timetable to		activities provided at lunch times,	
timetable (multi-skills, games,	provide sufficient, structured		including games club (introduced	
line dancing and Zumba) for	activity for all children.		in the summer term)	
all children to maintain	Multi-skills to target			
physical activity and to	improvement of			
undertake 30 minutes of	fundamental movement			
structured physical activity	skills, tactics and teamwork.			
and to target children who are	Children are beginning to			
overweight and inactive.	use this time to take part in			
	intra-house competitions			
	which focus on Level 1			
	Sports.			
 To invest in sports activities 	 Dance coach to be hired 1 a 	£179.61	The children are being active	Not achieved this year, due to
during breakfast club. This will	week before school (half a		during their lunchbreaks and	company used for this club
include wake up, shake up for	term).		having a positive behaviour	have been unable to recruit
all children in breakfast club.			outside the classroom.	new staff this year. This will
				continue to be looked into for
			The children are energised in	next academic year.
			the mornings and ready to learn.	
Key indicator 2: The profile of PESSPA	being raised across the school as a to	ool for whole sch	ool improvement	Percentage of total allocation:
				20%
Intent	Implementation		Impact	
Your school focus should be clear	Make sure your actions to achieve	Funding	Evidence of impact: what do	Sustainability and suggested
what you want the pupils to know	are linked to your intentions:	allocated:	pupils now know and what	next steps:
and be able to do and about			can they now do? What has	
what they need to learn and to			changed?	
consolidate through practice:				













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 To continue membership of the King Edward's School Sport Partnership (KESSP), in order to support PE lead, staff and children with maintaining high quality Physical Activity. 	 PE-Lead to attend Partnership meetings to discuss how they can support during the academic year. Selection of CPD coaching sessions within PE to support staff with teaching new sports. (Swimming, gymnastics and archery). Children to participate in Level 2 inclusive competition, which will support in achieving the School Games Mark. 	·	CPD given to a range of teachers across KS1 and 2. Teachers are more confident delivering high quality lessons. 100% of KS2 teachers received CPD in either tennis, cricket or hockey.	CPD to be given to new staff and KS1 staff in the next academic year.
 Continue embedding the new PE Scheme of Work (PE Hub) across the school. Purchase PE equipment to ensure children have the necessary tools to receive quality PE lessons and fulfil their potential. 	PE Lead to train new staff in how to use the scheme of work. PE Lead to complete inventory list of current equipment, map out longterm plans for PE and agree on equipment and apparatus required to teach challenging lessons both indoors and out across all Key stages.		J	Complete staff voice regarding the effectiveness of PE Hub. This will determine whether to renew the subscription.

Key indicator 3: Increased confidence, knowledge and skills of all staff in teaching PE and sport			Percentage of total allocation:	
				6%
Intent	Implementati	on	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:













•	Offer children of all age groups a variety of sport and activity- based opportunities to share their interests, learn new and develop existing skills.	Offer a range of afterschool clubs and lunchtime clubs that engage the children in a variety of sports.		More children are engaging in physical activity during lunchtimes and afterschool, and they have learned new skills or developed existing ones. 60% of KS2 accessed after school club including football, boccia, tennis, cricket, archery and multi-skills.	
•	Training of Midday Supervisors to engage children in physical activities and games at lunchtime. To reduce the number of behaviour incidents at lunchtime.	 KESSP to deliver Lunchtime supervisors' training PE Lead to work alongside Midday Supervisors in delivering games during lunchtime. 	Included in KESSP package	All lunchtime supervisors, including new staff, are confident in developing outdoor physical activity and games and more children are actively taking part.	Will arrange training to lunchtime supervisors in the autumn term. Not delivered.
•	To provide lunchtime play equipment to encourage more physical activity during breaktime	 Purchase more group play/sports equipment 	£300	80% of children accessed the equipment at lunchtimes. Children will be able to improve their mental and physical health as well as their wellbeing. Increase fine motor and gross motor skills as well as acquiring healthy habits.	Lunchtime supervisors will be trained to use all new equipment.
•	PE lead to attend Partnership meetings and Caritas Christi network meetings to ensure that high-quality, inclusive and safe practice of Physical Education is delivered to every child.	 Working with Caritas schools to develop an assessment framework which can be utilised within lessons by staff. 	for PE	Staff have an assessment system that is fit for purpose for monitoring attainment and progress in PE and staff are confident in using it.	Staff to use assessment tool to record and monitor progress throughout the year.















staff to access CPD opportunities through the KESSP CPD programme.		CPD provided by KESSP to upskill staff in all Key Stages. 100% of KS2 teachers received CPD in either tennis, cricket or hockey.	Create a questionnaire to find out teachers' strengths and weaknesses. Provide CPD for areas with the most weaknesses.
 Use specialist coaches and providers for staff training to increase the knowledge and confidence of staff in delivering PE. 		100% of KS2 teachers received CPD in either tennis, cricket or hockey. staff feel more confident to deliver high quality PE and sport.	Create a questionnaire to find out teachers' strengths and weaknesses. Provide CPD for areas with the most weaknesses.
f a range of sports and activities offe	ered to all pupils		Percentage of total allocation:
			0%
Implementation		Impact	
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:
group to keep active. Will also be used as a reward.	, ,	Children will be able to improve their mental and physical health as well as their wellbeing.	Contact different companies for a quote to install the mile track.
	staff to access CPD opportunities through the KESSP CPD programme. • Use specialist coaches and providers for staff training to increase the knowledge and confidence of staff in delivering PE. Implementation Make sure your actions to achieve are linked to your intentions: • Daily rota for each year group to keep active. Will also be used as a reward.	staff to access CPD opportunities through the KESSP CPD programme. • Use specialist coaches and providers for staff training to increase the knowledge and confidence of staff in delivering PE. Implementation Make sure your actions to achieve are linked to your intentions: • Daily rota for each year group to keep active. Will also be used as a reward. \$\frac{\cong 3,500-\cong 4,500}{(may have to come out of)}\$	staff to access CPD opportunities through the KESSP CPD programme. • Use specialist coaches and providers for staff training to increase the knowledge and confidence of staff in delivering PE. Implementation Implementat

Run Bikeability sessions	Children have developed an Provide more training for the
for Year 5 and 6 pupils	increased road safety awareness, upcoming Year 5 and other
	and this has promoted the use of Year 6's who missed out.
	bicycles for fun and transport. 94%
	of children achieved Level 2 and
	100% achieved level 1.
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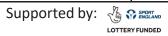
Key indicator 5: Increased participation	n in competitive sport			Percentage of total allocation:
,				18%
Intent	Implementation		Impact	
Your school focus should be clear what you want the pupils to know and be able to do and about what they need to learn and to consolidate through practice:	Make sure 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:
Educate and engage children on a wide variety of competitive sports. Participate in Caritas and run inter-house competitions.	 Gather interests and capabilities of children across school, reviewing borough competitions that in order to provide necessary training to be prepared. 		Through pupil voice children's interests in sports have been gained and relevant competitions have been looked into and took part in where possible.	Liaise with SLT and KESSP to cater to the common sport from pupil voice.
 Use of minibus for children to attend inter-sporting competition. 	 To ensure minibus is booked for competitions and has the relevant fuel and safety checks completed. 		Minibus used to transport children to a variety of events including football, boccia and dance.	
 Involving KS2 in an outdoor athletics competition through taking children to the Caritas Christi Athletics Tournament. 	 Liaise with Caritas to arrange an outdoor athletics competition. 		100% of children took part in sports day. 28% took part in the Caritas Commonwealth competition. Children have had the chance to compete in an athletics competition with other Caritas skills and have developed new or existing skills.	Liaise with Caritas regarding our yearly competition at The Alexander Stadium for next year.
Get more children involved in extra-curricular activities.	 Liase with KEESP about hosting more after school clubs termly. 	KESSP package.	Ability to demonstrate and transfer skills in a variety of sports.	Liaise with Caritas regarding other competition and clubs within their schools.















	club including football, boccia,	
	tennis, cricket, archery and multi-	
	skills.	

Signed off by	
Head Teacher:	M. Ashley
Date:	23.11.21
Subject Leader:	K. Tobias
Date:	25.11.21
Governor:	C. Caffrey
Date:	02.12.21











