

Evidencing the impact of the Primary PE and sport premium

Website Reporting Tool

Revised July 2021



Commissioned by



Department
for Education

Created by



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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](#).



Details with regard to funding

Please complete the table below.

| | |
|------------------------------------|----------|
| Total amount allocated for 2021/22 | £19, 610 |
|------------------------------------|----------|

Swimming Data

Please report on your Swimming Data below.

| | |
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| 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 | 82% |
| 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 | 82% |
| What percentage of your current Year 6 cohort perform safe self-rescue in different water-based situations? | 74% |
| 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: £19610 | | Date Updated: 28 th July 2022 | |
|---|--|------------------------------|--------------------|--|---|
| 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: 38% |
| 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: |
| Increased engagement at lunchtime and break time in active activity | Purchase new equipment and storage containers for use at lunch and breaktimes – done in collaboration with the Lunchtime and Playtime Steering Group from School Council | | £750 | Improved behaviour at lunchtimes (see Behaviour File and historic data) Increased enjoyment at lunchtime – clearly visible that the number of children participating in physical activity at lunchtimes has increased Improved relationships – Pupils:pupils Pupils:staff Mid-day staff are engaging more with the children at lunchtimes | Behaviour to be monitored regularly by Behaviour Lead Regular meetings with MDSAs and Steering Group - alter provision where needed Data monitored on a termly basis by Sports and Wellbeing Leader to add interventions where needed Bouldering Wall installed over Summer 2022 and outdoor area developed to ensure all-year-round area for outdoor and adventurous use Playground development for next academic year |
| Increase equipment availability in school | Equipment top-up to ensure full sets of equipment for all PE sessions and moveable storage | | £2000 | Children have their own equipment eg basketballs for increased activity/participation | |

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| Increased engagement in physical activity for Continuous Provision in EYFS and Year 1 | Purchase additional scooters, bikes and helmets | £2100 | Increased number of children able to participate in physical activities – bikes and scooters are VERY popular | Build in use of additional equipment into Year 2 and lower KS2 – outdoor area development for KS2 |
| Increased engagement in outdoor learning | <p>Ensure all children partake in Forest School sessions across the year.</p> <p>Purchase equipment for more 'specialised' activities in Forest School (eg sawing, drilling, construction)</p> <p>Replace perishables for Forest School</p> <p>Hammock and tarpaulin purchased for Forest School</p> <p>Purchase 'problem-solving' equipment (crates, wooden planks, etc)</p> <p>Purchase range of gardening equipment and storage</p> | <p>£700</p> <p>£400</p> <p>£150</p> <p>£200</p> <p>£1200</p> | <p>Increased number of sessions has improved wellbeing and mental health of the children. All classes have had two sessions of Forest School this year</p> <p>Feedback – particularly from parents – has been incredibly positive</p> <p>Forest School sessions after school for vulnerable children – great success and excellent feedback from children and parents</p> <p>Higher profile of 'outdoor and adventurous' activities across the school and especially in KS1</p> | <p>Ensure regular Forest School sessions for all children next academic year</p> <p>Forest School sessions after school for Mental Health and Wellbeing</p> |
| Key indicator 2: The profile of PESSPA being raised across the school as a tool for whole school improvement | | | | Percentage of total allocation: |
| | | | | 3% |
| 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: |

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| <p>Children take pride in their own sporting achievements as well as those of others.</p> <p>Children apply their resilience in sporting challenges into academic performance and vice versa</p> <p>Develop sense of 'team' across the whole school</p> <p>Introduction of a 'Sport and PE' award half-termly</p> | <p>Sporting achievements to be shared regularly on the school twitter, Class Dojo system, within assemblies and on newsletters.</p> <p>Sports Day to be a mixture of both competitive and non-competitive sports, encouraging children to support each other</p> <p>Steering Group developed from School Council – jackets to raise profile</p> <p>Staff polo shirts for sports events/PE sessions</p> <p>Sport celebrated as a whole school high-profile curriculum area</p> | <p>£150</p> <p>£400</p> | <p>Parents and children to be able to articulate sporting successes</p> <p>Increase number of children participating in sports competition – this didn't happen due to post-covid</p> <p>Children able to articulate healthy lifestyle choices as part of the PE and Science curriculum</p> | <p>Look into further developing mindfulness curriculum</p> <p>Consider how sporting achievements are promoted within and outside of school - e.g. articles written by the children; use of Twitter etc</p> <p>Steering group – train and implement Sports Leaders</p> |
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| Key indicator 3: Increased confidence, knowledge and skills of all staff in teaching PE and sport | | | | Percentage of total allocation: |
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| | | | | 10% |
| 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: |
| Sports Coach to have expertise required to ensure the PE curriculum is delivered to a high standard consistently across the school, resulting in high levels of achievement | PE curriculum networking sessions are attended by Sports Coach Sports Coach to attend Spencer Academy Trust Sports Networking sessions | £200 | Expertise of Sports Coach is of a high standard and impacts upon teaching across the school | Development of Sports Coach and staff when assessing in a systematic way that maximizes skill set amongst staff Sports |
| All staff confident in teaching PE | Continued use of IPEP – ensure up to date knowledge of PE curriculum | £200 | PE teaching is always good or better | Coach to liaise with other schools to support the teaching of PE and ensure appropriate progression |
| Develop the skills and knowledge of Sports Coach in order to support other staff in their development | Class teachers to use some of their PPA time to observe Sports Coach to view best practice | £595 | A breadth of sports and physical activities are taught | |
| | Attendance at relevant training sessions for Sports Coach | £500 | Feedback from pupils says that PE lessons are enjoyable, challenging and that they enjoy them. | |
| | 'Therapeutic Skills for Outdoor Learners' course | £390 | Staff skills and confidence in teaching PE are increased | |
| Key indicator 4: Broader experience of a range of sports and activities offered to all pupils | | | | Percentage of total allocation: |
| | | | | 46% |
| 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: |

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| <p>Children engage in sports or sporting events which are less familiar to them, building a wider skill set and a greater chance to 'find a sport they love' both within the curriculum and within extracurricular opportunities</p> <p>Develop further the existing range of activities available on the school curriculum</p> <p>Extend the number and range of after school clubs to allow increased participation of children over five nights</p> | <p>Full time sports coach running afterschool and lunch time activities</p> <p>£2500</p> | <p>Extra –curricular opportunities are well received with 50% of children accessing them</p> <p>Extra-curricular clubs include traditional sports (eg football, netball, basketball) as well as 'new' sports for the children (eg multi sports, badminton)</p> <p>KS1 Dance Club – increased opportunities for Year 1 and 2 children</p> <p>NB – Many clubs were unable to run until after Spring half-term due to increased numbers of covid cases.</p> | <p>Continuing to make links with local sporting networks to develop competitions – good links with Chilwell Comets Basketball Club and local football teams</p> |
| | <p>Curriculum reflects a varied range of activities</p> <p>Enrichment/extra-curriculum opportunities planned to be varied and develop a broad skill set across the primary age phase:</p> <p>Bollywood dancing workshop for the whole school – year group sessions</p> <p>£560</p> | | |
| | <p>Drumba sessions for Years 5 and 6</p> <p>£2300</p> | | |
| | <p>Bikeability took place and children completed level 1 and 2</p> <p>Horseriding sessions for Year 6 children (paid activity)</p> | | |
| | <p>Outdoor and adventurous – increased orienteering opportunities via mapping of school with cross-curricular opportunities</p> <p>£1900</p> | | |
| | <p>Badminton court marked out in school hall and equipment purchased</p> <p>£1730</p> | | |

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| <p>Key indicator 5: Increased participation in competitive sport</p> | <p>Percentage of total allocation:</p> |
| | <p>5%</p> |

| Intent | Implementation | 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</p> | <p>Make sure your actions to achieve are linked to your intentions:</p> | <p>Funding allocated:</p> | <p>Evidence of impact: what do pupils now know and what can they now do? What has changed?:</p> |
| | | | <p>Sustainability and suggested next steps:</p> |

| consolidate through practice: | | | | |
|---|---|--------------|--|---|
| <p>Inter school competitions are accessible for all pupils</p> <p>Children take pride in their own sporting achievements as well as those of others.</p> <p>Children actively want and are encouraged to be involved in sporting competitions</p> <p>Develop links with other schools in order to extend opportunities for competitive sport – sports coach to organise</p> | <p>School to fund transport to all competitions to allow more opportunities for more children</p> <p>Children given more opportunities to be involved in sporting competitions and across a wider range of sports</p> <p>Increase participation in sports competitions – entry fees</p> | £1000 | <p>Very limited opportunities to participate in inter-school competitions this year</p> <p>Links in assemblies to participating so that children not 'put off' if they don't succeed</p> <p>Linked to STARFISH value 'sportsmanship' – winning isn't everything</p> <p><i>NB Due to limited opportunities – transport fund wasn't spent in its entirety</i></p> | <p>Celebrate success and participation at whole school level more consistently and beyond school to further and increase motivation levels</p> <p>Developing more regular school-to-school sporting competitions – especially for girls and KS1 children</p> <p>Make closer links to external clubs so that pupils can continue with sports at a higher level (links established with Nottingham Outlaws - rugby, and Chilwell Comets – basketball)</p> <p>Set up a local league for football/basketball now that facilities have been improved – this will be as part of the cluster</p> |

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| Signed off by | |
| Head Teacher: | Lorraine Tonks |
| Date: | 28.7.22 |
| Subject Leader: | Tracey West/Matt Newbold |
| Date: | 28.7.22 |
| Governor: | Sara Smith |
| Date: | 30.7.22 |