

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.

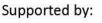
Schools are required to <u>publish details</u> of how they spend this funding, including any under-spend from 2019/2020, as well as on the impact it has on pupils' PE and sport participation and attainment. **All funding must be spent by 31st July 2022.**

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 2019/20	£0
Total amount allocated for 2020/21	£17,640
How much (if any) do you intend to carry over from this total fund into 2021/22?	£0
Total amount allocated for 2021/22	£17,620
Total amount of funding for 2021/22. To be spent and reported on by 31st July 2022.	£17,620

Swimming Data

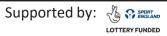
Please report on your Swimming Data below.

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?	78%
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	
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	34%
What percentage of your current Year 6 cohort perform safe self-rescue in different water-based situations?	78%
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: 2020/21	Total fund allocated:	Date Updated:		
				Percentage of total allocation:
primary school pupils undertake at le	ast 30 minutes of physical activity a d	ay in school		1.7%
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 be active during the extended	Teaching Assistant to support pupils to run activities on KS1 and KS2 playgrounds. Five TAs for 1hr a day	No Cost	Activity rates to be base lined from active lives questionnaire data.	
Pupils to know that they need to be active for 30 minutes a day and why this is important to a healthy lifestyle. Increase the number of children	Teaching assistants and Team of KS 2 sports leaders to be trained to lead activities for each KS 2 class. 1 day release time for PE Lead	£150	Pupil voice evidences a greater % of pupils are aware of the reasons why they should be more active and the impact on their health and wellbeing.	
engaged in physical activity	Equipment to support the running of play leader activities .	£200	Pupil voice to be used to show effectiveness of break and lunchtime activity time	
			Pupils not engaging in lunchtime activity 30mins regularly now engaging at least once a week in KS 2 sports sessions.	
				Percentage of total allocation:











Key indicator 2: The profile of PESSPA	A being raised across the school as a to	ool for whole sch	ool improvement	28%
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: Pupils value and celebrate their	Make sure your actions to achieve are linked to your intentions: Use of twitter to publicise pupils'	Funding allocated:	Evidence of impact: what do pupils now know and what can they now do? What has changed?: Pupils have an increased sense of	Sustainability and suggested next steps:
sports inter house sports competitions and inter school competitions. Pupils are able to articulate their involvement in variety of school	engagement in school sports. Use of school website for pupils to display their engagement in school sports and to celebrate achievements		achievement and success in PE lessons and sports events. Pupils' involvement in sports and sporting achievements are more visible to the whole school	
the games' awards.	Pupil voice blog reporting on school sports events. Introduction of Spirit of the Games Awards in PE lessons.		community. Profile of PESSPA is raised with parents and the wider community.	
	House captains elected and active in updating school display on school sporting events. PE identified as a developing subject			
	area by SLT and DPS and included as a focus for SDP 2021/22. Costing 1 ½ days a week TB Sports	£5,075		

Key indicator 3: Increased confidence, knowledge and skills of all staff in teaching PE and sport		Percentage of total allocation:	
			0%
Intent	Implementation	Impact	













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Your school focus should be clear	Make sure your actions to	Funding	Evidence of impact: what do	Sustainability and suggested
what you want the pupils to know	achieve are linked to your	allocated:	pupils now know and what	next steps:
and be able to do and about	intentions:		can they now do? What has	
what they need to learn and to			changed?:	
consolidate through practice:				
Pupils able to articulate the	Whole School Progression Grids		Knowledge webs in pupils books	
development of knowledge acquired	for all aspects of PE taught		evidence pupil voice in acquisition	
and skill development in PE week on	developed to ensure staff are		of knowledge in PE lessons.	
week.	confident and knowledgeable in			
	teaching PE in a progressive and		Pupils' can talk about their	
	systematic way.		learning in PE and review their	
			learning using evidence on	
	Release time for coordinator to		seesaw.	
	develop progression grids. 2 days			
			Pupils have greater coverage of	
Pupils able to articulate learning	Pupil self-assessment materials		the PE curriculum and skill	
between year groups and make links	created for each class for each unit		development is age appropriate	
between prior learning and new	of PE. 1 day release time for PE		and progressive building o prior	
knowledge and skills acquired.	coordinator.		learning. (SLT monitoring	
			evidence)	
Desile and a self-desile DE learness of	DE Intent on d Invalence at the a		evidence)	
Pupils are confident in PE lessons and	<u> </u>		Dunile and able to discuss the	
engage with consistent	embedded with outside providers		Pupils are able to discuss the	
implementation of the PE intent	and implementation is consistent across school in all classes.		sports that they have enjoyed	
learning in a progressive way lesson			playing the most and about	
on lesson building on prior learning.	½ day release time for coordinator		sportsmen and women that	
	to meet with TB Sports Team to		inspire them. Children were	
	plan for additional sports activities.		particularly engaged with the	
			sports stars that lived in the local	
			area.	
			Pupils to believe that they can be	
			a sporting success if they put in	
			the training and hard work.	













Key indicator 4: Broader experience o	f a range of sports and activities offe	ered to all pupils	S	Percentage of total allocation
Intent 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:	Implementation		Impact	56%
	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:
All pupils engage in Forest Schools activities which promote collaboration, risk taking in a safe environment, increased self-confidence, develop physical strength and skills in using equipment, increased activity in outdoor learning.	to lead and deliver Forest Schools Programme to all classes across the year. Train staff member to lead and deliver Forest Schools Programme to all classes across the year. Release additional TA ½	£7,188 £797	Pupils in core groups experiencing social difficulties work more collaboratively together. Pupils develop greater knowledge of the outdoors and environment. Pupils more confident in risk taking.	
Pupils' confidence and mental health and well being is improved.		see above	Pupils more able to express their emotions and manage feelings in an appropriate way	













Key indicator 5: Increased participation	on 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: To nurture the talents of our children to compete at a variety of levels within school, against other schools and in the local community. All pupils have an opportunity to represent school in competitive sports and experience a sense of inclusion, capability and pride in sports.	Make sure your actions to achieve are linked to your intentions: Take an active part in the inter schools Rushcliffe School Sports Partnership programme of events. Provide training sessions to teams that will represent school to ensure children have a positive experience of competition.	Funding allocated: £750	Evidence of impact: what do pupils now know and what can they now do? What has changed?: Majority of pupils including those with SEND have an opportunity to represent school in a sporting competitions against other pupils. Pupils' can talk about the impact of representing school in competitive sports in a positive way. Pupils have increased aspirations to become involved in competitive	Sustainability and suggested next steps:
All pupils have an opportunity to represent school in competitive sports and experience a sense of inclusion, capability and pride in sports.	Provide transport for pupils to participate in Interschool sports events and festivals across the year organised by Rushcliffe School Sports.	£1,500	sports. Greater % of pupils will be able to represent the school in sports events.	

Signed off by	
Head Teacher:	
Date:	
Subject Leader:	
Date:	
Governor:	
Date:	























