

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 <u>under-spend from</u> 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.**

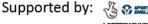
We recommend regularly updating the table and publishing it on your website throughout the year. This evidences your ongoing self-evaluation of how you are using the funding to secure maximum, sustainable impact. Final copy must be posted on your website by the end of the academic year and no later than 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	£21,320
How much (if any) do you intend to carry over from this total fund into 2021/22?	£600
Total amount allocated for 2021/22	£21,320
Total amount of funding for 2021/22. To be spent and reported on by 31st July 2022.	£ 21,920

Swimming Data

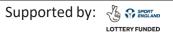
Please report on your Swimming Data below.

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	74%
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	73%
What percentage of your current Year 6 cohort perform safe self-rescue in different water-based situations?	71%
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: £21,920	Date Updated:	14.6.22	
			Percentage of total allocation: 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:
Proving pupils with equipment to use at break time and lunch time to encourage active break / lunch.	To have access to equipment to use during break time and lunchtime. Equipment to be stored in the outside shed for access.	£131.50	with the all children in Key Stage 2. Activities include:	Sports coach to keep running previous activities with children in Key Stage 2. Sports coach to open up opportunities to Key Stage 1 with break time and lunch time sports.











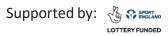


Offer a range of extracurricular activities for pupils in year groups.	Children are now being asked what extracurricular activity they would prefer and new opportunities are being offered.	£310	Sports coach carried out extracurricular clubs with children from EYFS to Year 6. Clubs include: EYFS/Year 1 netball club Year 5/6 girls football Year 5/6 boys football Year 3/4 gymnastics Year 5/6 gymnastics Year 5/6 basketball Year 3/4 hockey EYFS/Year 1 game skills EYFS/Year 1 net and wall game skills Year 2 football *See Stafford Leys sports calendar 21/22	Sports coach to continue carrying out extracurricular clubs with children from EYFS to Year 6. Sports coach to introduce near clubs depending on children's preferences.
Swimming coaching and water safety instruction provided for all pupils on a weekly basis during year 3. A class of year 4 to swim termly due to pandemic impacts last academic year.	Year 3 pupils a range of strokes and		Sports coach promoted the importance of swimming and water safety. Sports coach supported lower groups with swimming strokes.	Sports coach to continue to promote the importance of swimming and water safety. Sports coach to continue to support lower groups with swimming strokes.
Quality PE lessons provided for pupils in PE lessons.	Sports coach to work with teachers providing a new P.E. scheme.	£46.00	Sports coach supported teachers using the new PE scheme successfully. Sports coach supported with team teaching and made sure equipment was up to date and available.	Sports coach to continue to support teachers using the PE scheme. Sports coach to continue to support with team teaching and continue to make sure equipment is up to date and available. Sports coach to work with new members of staff and up level their skills in specific sporting areas.













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: 5%
Intent	Implementation		Impact	370
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 Leaders will develop their leadership skills and independence.	Sports leaders to take more ownership of a range of sports activities taking place across key stage 1 and sports day.	(same as above)	Sports leaders have been carrying out break time activities with children in Key Stage 1.	Sports leaders to continue to carry out break time activities with children in Key Stage 1 and extend this to lunchtimes too. Sports leaders to use the new PE scheme to implement break time and lunch time activities.
	Celebrating sporting achievements in school classes- awarding trophies and certificates as appropriate.	(same as above)	Children have been rewarded with certificates and trophies to recognise their achievements in school.	Children to continue to be rewarded with certificates and trophies to recognise their achievements in school and extend their achievements across different platforms to raise profile.

Key indicator 3: Increased confidence	Percentage of total allocation:			
				84%
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 will support the class teacher with delivering high quality PE lessons to pupils. This will increase the confidence, knowledge and skills of staff in teaching PE and sport in line with Covid-19 regulations.	To continue to build on the success of previous years with a view to sustain high quality PE lessons and to continue extended school sport opportunities for students. Sports Coach to work with teachers providing a new P.E. scheme.		Sports coach supported the class teacher with delivering high quality PE lessons to pupils. This increased the confidence, knowledge and skills of staff in teaching PE and sport.	Sports coach to continue to support the class teacher with delivering high quality PE lessons to pupils. This will increase the confidence, knowledge and skills of staff in teaching PE and sport. Sports coach to work with new members of staff and up level their skills in specific sporting areas.
Continued to embed the fundamental skills which the Big Moves programme offered throughout KS1			Children in EYFS participated and were assessed in the 12 Big Moves programme. Any next steps were forwarded to parents through communication and tasks were set at home to follow up.	To continue the Big moves programme with the new intake of EYFS children.
Sport Coach will provide the subject knowledge required to skilfully teach some areas of The National Curriculum requirements for PE.	To continue to provide the subject knowledge required to skilfully teach some areas of The National Curriculum requirements for PE. Sports Coach to work with teachers providing a new P.E. scheme.		Sport Coach provided the subject knowledge required to skilfully teach some areas of The National Curriculum requirements for PE. Sports Coach worked with teachers providing a new P.E. scheme.	Sport Coach to continue to provide the subject knowledge required to skilfully teach some areas of The National Curriculum requirements for PE. Sports Coach to continue working with teachers the P.E. scheme.
Key indicator 4: Broader experience o	f a range of sports and activities offe	red to all pupils		Percentage of total allocation: 0%
Intent	Implementation		Impact	0 /0
Your school focus should be clear what you want the pupils to know and be able to do and about	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	Sustainability and suggested next steps:















what they need to learn and to consolidate through practice:			changed?:	
Additional achievements:				
independence.	given first priority to select after school clubs on a half-termly basis.	(self-paid)	-	
afterschool clubs through providing	To continue running afterschool clubs through external providers and school staff.		After school clubs were ran successfully through external providers and school staff.	To continue to build on a wide range of after school clubs.













Key indicator 5: Increased participatio	n in competitive sport			Percentage of total allocation:
				6%
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:
Continue to provide pupils with the wide range of competitive level 1, 2 and qualifying competitions.		£1,340.00	Sports coach carried out break time and lunch time activities with the children in Key Stage 2 with a focus of Pupil Premium children. Activities include: Year 3 dodgeball Year 4 dodgeball Year 5 dodgeball Year 6 dodgeball Key Stage 2 cross country Year 3 athletics Year 4 athletics Year 4 athletics Year 5 athletics Year 6 athletics Year 3/4 girls football Year 3/4 boys football Year 5/6 girls football Year 5/6 boys football Key Stage 2 boccia and kurling	To continue to offer pupils with a wide range of competitive level 1, 2 and qualifying competitions through PE lessons with the emphasis on inactive children and Pupil Premium children.
school team.	ethos and values; encouraging pupils to participate as a school team. This will increase participation in competitive sports and raise the profile of PE and	SPORT UK	This has been promoted throughout the school year using the school games values and animals through level 1 and 2 competitions and sports days.	To continue to promote the school ethos and values; encouraging pupils to participate as a school team. This will increase participatio in competitive sports and rais

sport within and outside of school.	the profile of PE and sport within and outside of school

Signed off by	
Head Teacher:	Andy Kitchen
Date:	14.6.22
Subject Leader:	Sanj Kaur
Date:	14.6.22











