

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 2020/21 | £ |
| Total amount allocated for 2021/22 | £ |
| How much (if any) do you intend to carry over from this total fund into 2022/23? | £0 |
| Total amount allocated for 2022/23 | £19,410 |
| Total amount of funding for 2022/23. To be spent and reported on by 31st July 2023. | £19,410 |

Swimming Data

Please report on your Swimming Data below.

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|--|--|
| <p>Meeting national curriculum requirements for swimming and water safety.</p> <p>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.</p> <p>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</p> | |
| <p>What percentage of your current Year 6 cohort swim competently, confidently and proficiently over a distance of at least 25 metres?</p> <p>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 2023.</p> <p>Please see note above</p> | <p>68%</p> <p>NB: Pupils missed their swimming lessons in Y3 due to COVID-19 pandemic.</p> |
| <p>What percentage of your current Year 6 cohort use a range of strokes effectively [for example, front crawl, backstroke and breaststroke]?</p> <p>Please see note above</p> | 68% |
| <p>What percentage of your current Year 6 cohort perform safe self-rescue in different water-based situations?</p> | 46% |
| <p>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?</p> | Yes if pool is able to accommodate us. |

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: | |
|--|---|-----------------------|--------------------|---|---------------------------------|
| 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: |
| | | | | | 0.3% |
| 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? | |
| Re-establishing the Daily Mile into the school timetable and extending it to KS1. | Every class to do a 10 minute (minimum) Daily Mile every day. This is in addition to the 2 hours of PE and Games they have each week. | | £60 | Through Pupil Voice, children will be able to explain the importance of exercise and regular exercise. | |
| Key indicator 2: The profile of PESSPA being raised across the school as a tool for whole school improvement | | | | | Percentage of total allocation: |
| | | | | | 36.08% |
| 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?: | |
| Investing in new equipment to deliver the new curriculum effectively and give the children maximum opportunity to participate in lessons. | Purchasing new equipment and using it regularly in lessons. | | £7000 | Appropriate equipment will be purchased to match the new PE curriculum. Every child will be able to participate in all lessons. | |

| Key indicator 3: Increased confidence, knowledge and skills of all staff in teaching PE and sport | | | | Percentage of total allocation: |
|---|---|--------------------|--|--|
| | | | | 2.83% |
| 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 source and use an effective and clear scheme of work for staff to deliver their PE and Games lessons. To offer CPD opportunities through AAA to staff who would like it. | Get Set 4 PE scheme of work. | £550 | Through talking to staff, Pupil Voice and teacher assessment, we will see an increase in enthusiasm in delivering and participating in PE. | |
| Key indicator 4: Broader experience of a range of sports and activities offered to all pupils | | | | Percentage of total allocation: |
| | | | | 23.7% |
| 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: |
| Additional achievements: | Forest Schools Through Get Set 4 PE, our new PE curriculum includes a wider variety of different sports, e.g. Volleyball, yoga, dodgeball. | £2500 | Forest school sessions will be equipped to give the children wide and varied opportunities to learn new skills. | |
| | Playground equipment | £2100 | Children will have a variety of equipment to use during lunchtimes which will help reduce | |

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|--|--|--|-------------------------------|--|
| | | | boredom and behaviour issues. | |
|--|--|--|-------------------------------|--|

| Key indicator 5: Increased participation in competitive sport | | | | Percentage of total allocation: |
|---|---|----------------------------------|--|--|
| | | | | 37.09% |
| 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 increase the number of sports events we participate in through the All Active Academy (AAA) and cluster school events. | We will participate in many more events thus raising the profile of PE throughout the school. | AAA - £3200 Transport - £4000 | Increased use of the AAA and cluster school events will give children greater opportunities to learn and compete in a greater range of sports and will inspire the less keen children to participate in sporting activities. | |

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| Signed off by | |
| Head Teacher: | |
| Date: | |
| Subject Leader: | David Weston |
| Date: | 17/1/23 |
| Governor: | |
| Date: | |