

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



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 carried over from 2019/20	£3060
Total amount allocated for 2020/21	£
How much (if any) do you intend to carry over from this total fund into 2021/22?	£8033
Total amount allocated for 2021/22	£16569
Total amount of funding for 2021/22. To be spent and reported on by 31st July 2022.	£27662

Swimming Data

Please report on your Swimming Data below.

<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 2022.</p> <p>Please see note above</p>	90%
<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>	90%
<p>What percentage of your current Year 6 cohort perform safe self-rescue in different water-based situations?</p>	80%
<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

Key achievements to date until March 2020: Further explanation given for achievements during 2020-21 and Covid-19 restrictions in the plan and evaluations.	Key achievements to date until March 2020: Further explanation given for achievements during 2020-21 and Covid-19 restrictions in the plan and evaluations.	Area
<p>All children received 2 hours of PE per week where possible. Children were given physical activities as part of home learning. Links to online daily activity and weekly out and about activity days</p>	<p>Continue to ensure all children still get opportunities for up to 60 minutes daily activity including walk and talk, play facilities and opportunities for mental health and wellbeing.</p> <p>Since Covid-19 children have only had limited opportunity to join after school clubs and out of school clubs. Ensure All children have access to a wide range of experiences.</p> <p>To start inter schools competitions again in line with government guidance.</p> <p>To investigate providing an additional outside all weather agility area suitable for KS2 – improving outdoor space and facility.</p>	

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 students today and for the future.

Academic Year: 2021/22	Total fund allocated: £16,570 + £11092 carry forward		Date Updated: On going	
Key indicator 1: The engagement of <u>all</u> pupils in regular physical activity – Chief Medical Officer guidelines recommend that primary school children undertake at least 60 minutes of physical activity a day in school				Percentage of total allocation: 6.5%
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: £1794	Evidence of impact: what do pupils now know and what can they now do? What has changed?	Sustainability and suggested next steps:

<p>Ensure All children have access to 2 hours high quality PE per week and 60 minutes active playtimes per day.</p>	<p>Teachers to support children being active. To improve their coordination and concentration. Active time walk and talk daily</p> <p>Each class to have active play bags.</p> <p>Additional all weather agility area New all-weather area so children are active all year round to boost fitness and wellbeing.</p> <p>To increase and boost fitness and mental wellbeing</p> <p>Additional swim lessons for year 6 to top up</p>	<p>£1000</p> <p>£117</p> <p>£15,000 (initial estimate – not eligible for sport premium funding)</p> <p>£677</p>	<p>Pupil Voice</p> <p>Teacher feed back</p> <p>PE leader to monitor. Active playtimes and access to further play equipment and zoning has had a positive impact on levels of activity.</p> <p>Pupil Voice Children were enthusiastic over fixed and other play equipment and had ideas of more types. They especially miss the tree house and KS2 would like a climbing frame.</p> <p>The wellbeing ‘sensory circuits’ outside has had a very positive impact on SEMH pupils</p>	<p>(Top up swimming) Swim lessons helped catch up due to covid lost opportunities and all being well shouldn’t be needed again.</p> <p>The active time initiative, once timetabled and embedded is sustainable</p> <p>There is an intention in 2022-23 to extend the active playtime concept to the front of the school and improve the surface so this area can be zoned and utilized more effectively.</p> <p>This may not include all weather agility due to cost implications.</p> <p>Sensory circuits to be timetabled and training provided in order for this to be extended to more pupils in 22-23</p>
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Key indicator 2: The profile of PESSPA being raised across the school as a tool for whole school improvement				Percentage of total allocation:
Intent	Implementation		Impact	14.5%
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:		Evidence of impact: what do pupils now know and what can they now do? What has changed?	Sustainability and suggested next steps:
Ensure all staff are confident using Get Set for P.E teaching scheme's planning. All staff to use the termly PE Measures of Attainment and Progress tracker – (PE -MAP's)	PE leader to monitor planning and use of Get set for PE, Collect termly assessment and provide support for children not meeting standard. Support House captains to organize whole school events and raise the profile of house teams (link to community fundraising)	Funding allocated: £4000 £3000 £500 £500	Lesson observations- How do they find following the planning? Planning has been well received by school staff. Well prepared and resourced. How do they teach the mixed age? Good mixed age options and easily adapted for age and need. Is assessment up to date? Pupil voice House Captains have had the opportunity to participate in some community fundraising projects and enjoyed organising the carnival day with outdoor activities such as beat the goalie to incorporate fund raising and outdoor play. Staff voice	PE leader monitoring is sustainable within normal subject leader expectations. Subject leader is paid hourly and so additional finance will be required. House captains change annually and require annual training led by the PE and sport leader Further training is required for staff where there are new staff or lesser confidence in certain areas to ensure the effective integration of the scheme.

Key indicator 3: Increased confidence, knowledge and skills of all staff in teaching PE and sport			Percentage of total allocation:
Intent	Implementation	Impact	19.4%
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: £5359	Sustainability and suggested next steps:
Improve teaching and learning during P.E lessons and build confidence.	<p>Provide staff with qualified specialist coaches to support staff with different skills and sport. (Gymnastics, Rugby)</p> <p>Support ECT with sports planning and teaching using modelled lessons and peer coaching</p> <p>PE specialist training courses for ECT and other staff (including swim teaching)</p>	<p>£2859</p> <p>£1500</p> <p>£1000</p>	<p>Coaching feedback from staff. coaches have helped to upskill staff and develop confidence in teaching specific skills. Focus on scheme progression.</p> <p>Coaches feedback. The use of the off site facilities has been excellent and has enabled the coaches to enable the children to get the best out of the coaching. Annotations on planning.</p> <p>Pupil voice. 100% pupils in KS2 have benefitted from additional coaching in specialist sports (rugby and gymnastics)</p> <p>Staff voice.</p> <p>Lesson observations Lessons are good and well structured; behaviour is good and</p> <p>ECT will develop skills over first 2 years of training to become a confident sport teacher.</p> <p>ECT did not stay in the school but the existing planning was very helpful where interim measures were taken prior to a new teacher being appointed and ensuring a consistency of approach.</p> <p>PE coordinator accessed additional training and this will need to be cascaded in the new academic year to the benefit of all staff. (INSET planned)</p>

Key indicator 4: Broader experience of a range of sports and activities offered to all pupils				Percentage of total allocation:
				43.7%
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: £12,099	Evidence of impact: what do pupils now know and what can they now do? What has changed?	Sustainability and suggested next steps:
<p>Provide children with a range of different sports, after school and at lunchtime.</p> <p>Encourage children improve their enjoyment of sport and being outside.</p> <p>Encourage children to want to be healthy and participate in sports.</p>	<p>Specialist coaches to deliver after school clubs. Ensure 100% of pupils gain skills to increase better participation in sporting events.</p> <p>Provide opportunities for children who travel to school by bus to take part in lunchtime sports activity run by specialist coaches</p> <p>Roots to Food healthy eating course accessible to whole school</p> <p>Provide outdoor activities such as gardening, den building as alternative to being active.</p> <p>First aid course every two years for year 5 and 6 to learn about first aid, keeping healthy and helping others to do so</p>	<p>£3597</p> <p>£2000</p> <p>£800</p> <p>£1025</p> <p>Tbc</p>	<p>Better participation in sporting events.</p> <p>33 children have participated in the after-school activity clubs (more than half the school).</p> <p>In KS2, 15 children do not attend any sporting activity clubs from home but of these, 11 attend an after-school sporting activity extracurricular club in school.</p> <p>Pupil voice Pupils enjoy the after school activity clubs.</p> <p>Staff feedback.</p> <p>Feedback from coaches to children enjoyment and commitment. Coaches enjoy coming in and report that behaviour is excellent</p> <p>100% have accessed Roots to</p>	<p>Specialist coaches to deliver sports instruction after school is budget dependent but other specialist provision such as healthy eating and first aid may be delivered in house as a financially sustainable option but may not benefit from the range of equipment or expertise. However, there is now a high expectation of learning in this area as a result of the spending. Wellbeing staff are continually trained and resourced by the school and would continue to be sustainable .</p> <p>The after school club coaches have been difficult to source after lockdown but this is getting a little bit better and sourcing as well as participation is increasing.</p> <p>Continued improvement in</p>

	Promote engagement of children looking after mental health and physical health through good quality PSHE resources and access to specialist mental health support in school.	£4677	Food healthy eating course and as a result 33% then cooked a meal at home. This also helped to reinforce positive body health images in Class 1.	access to MH provision including active lifestyles and positive outlooks is helping families and individuals.
Key indicator 5: Increased participation in competitive sport				Percentage of total allocation:
				15.6%
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:
From September 2021 support the SSCO School Games Organiser so that we as a school have access to top quality Inter-school competition	<p>Ensure 100% of children can represent the school in events and competitions</p> <p>To enable pupils to participate in a widening range of sporting competitions:</p> <p>Transport for competitions where travel involves a large proportion of children during the schools day</p>	<p>SGO £750</p> <p>Staff cover for competitions £3500</p> <p>£160</p>	<p>Pupil voice Children have loved every opportunity to represent the school and have celebrated wins and defeats. They have spoken out in assemblies about the pride they have in their team mates. KS1 children have been somewhat reluctant to compete and take part and this is something we hope to address next year.</p> <p>Staff feedback Where staff have escorted and supported children at competition events, these have been well received and staff have been proud to be part of the school.</p> <p>Competition results This year Denton teams did particularly well in the rounders and swimming and there were some outstanding individual results in the</p>	<p>£3750</p> <p>Post covid and with parental support, the competitions and opportunities for children should grow and be sustainable within the local area. Inter and intra school competition.</p> <p>Next steps are to encourage more participation in competitive events from children in KS1 and grow confidence in this area.</p> <p>Next steps are to ensure a broader range of opportunities for competitive and community sport including inclusive sport by breaking down some barriers associated</p>

			swimming, gymnastics and cross country. Increase in pupils participated in events. 100% of children in KS2 participated in out of school competitive events.	with transport.
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<i>Signed off by</i>	
Head Teacher:	<i>Sheriden Edwards</i>
Date:	<i>7/7/22 final evaluation</i>
Subject Leader:	<i>Sheriden Edwards and Linda Orme</i>
Date:	<i>7/7/22 final evaluation</i>
Governor:	<i>Curriculum Committee report</i>
Date:	