

Evidencing the impact of the Primary PE and sport premium

Website Reporting Tool

Revised May 2021



Commissioned by the
Department for Education

Created by



Key achievements to date until July 2021:	Areas for further improvement and baseline evidence of need:
<ul style="list-style-type: none"> • Teaching staff have been using the PE Pro to develop their knowledge and expertise in PE as well as working alongside the Sports coaches which has enabled them to increase their confidence to develop high quality PE. • Weekly remote learning PE lessons shared with all classes via TEAMS to ensure physical engagement from pupils. • Weekly Sports active extra curricular clubs created by teachers for all classes. • Sports week event held for all year groups and a celebratory assembly to conclude the achievements of all year groups. • Wider range of equipment continues to be made available to maintain an active time at breaktimes and lunchtimes. • Two sports coaches led by the PE leader continue to provide support during lunchtimes to enhance lunchtime provision. • Free summer multi-sport camp offered to all children (09.08.21) • External sports coaches and PE leader deliver high quality CPD for all teachers in a range of sports including sports that are not readily available to the community e.g tri golf, tennis, lacrosse 	<ul style="list-style-type: none"> • Carry out baseline swimming assessments of years 4-6. • Provide targeted swimming lessons to relevant age ranges to meet national curriculum requirements for swimming and water safety. • Covid 19 has temporarily reduced the number of face to face after school clubs that the school offers. • PE Leader to lead sports lunchtime clubs alongside external sports coaches to focus on all children including key groups of children to participate in a wider range sports. • Use PE Pro to complete baseline assessments to assess a wider range of fitness tests, including cardiovascular, flexibility and strength. • All class teachers to work with external sports coaches, PE leader and to use PE PRO to develop the children's skills, knowledge and confidence which will enable effective teaching of a range of sports. • Increase participation in MAT and regional sporting competitions to increase development, desire and achievement. • Strengthen relationships and communication with local/regional sporting clubs that children attend to enhance the quality of education. • Establish partnerships with parents to help families access readily available local/regional sporting clubs. • Celebrate the sporting achievements of children to promote extra-curricular achievement. • New Sports equipment to be purchased for PE lessons and lunchtimes to maintain high quality resources for all children.

Did you carry forward an underspend from 2019-20 academic year into the current academic year? No * Delete as applicable

Total amount carried forward from 2020/2021 £0

+ Total amount for this academic year 2021/2022 £18.500

= Total to be spent by 31st July 2021 £0

<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 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>	87%
<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 2021.</p> <p>Please see note above.</p>	81%
<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>	72%
<p>What percentage of your current Year 6 cohort perform safe self-rescue in different water-based situations?</p>	86%
<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>	No

Academic Year: 2021/22		Total fund allocated: £2404		Date Updated: 31.07.21	
Key indicator 1: The engagement of <u>all</u> pupils in regular physical activity.					Percentage of total allocation:
					13%
Intent	Implementation		Impact	Sustainability and suggested next steps:	
Increased participation in a variety of physical activity during social and lunchtimes	Employ support of coaches at lunchtimes to increase variety and participation. During wet playtimes, sports coaches to rotate between year groups and deliver fitness sessions in the school hall.	Funding allocated: £2404	Improved fitness levels for all pupils, to participate in paired and group activity, to increase skill levels (hand eye co-ordination, speed & accuracy, invasion games tactics etc).	Continue to resource areas and provide training to lunchtime staff.	
Recommence a daily mile in all year groups	To maintain and further develop the positive outcomes of playground zoning with children and continue to use sports leaders as ambassadors.		Additional daily exercise for all, will impact upon health and fitness of participants.	Ensure lunchtime staff continue to enforce the zone system of activities, in compliance with the school's COVID Risk Assessment.	
Develop an active pupil sports leadership team	PE leader to monitor the quality of education in PE and to coordinate training and CPD. PE Leader to train young sports leader for Y4, 5 & 6 to enable sports leaders to lead lunchtime activities.		Sports leaders will act as ambassadors and motivate all pupils.	CPD will help to ensure teachers receive quality training to help improve quality of lessons and therefore outcomes. This will help ensure that teaching over time improves and will be self-sustaining.	
Forest school CPD for forest school leader and staff	Staff trained to lead additional pupil activities on the forest area. Internal forest area training sessions for teaching and support staff.		By the end of each key stages the children are reaching at least the age related expectations through outstanding teaching of Physical Education.	Follow up with children in Years 4, 5 and 6 who cannot yet swim and make provisions for them to develop and master this skill.	
Key indicator 2: The profile of PESSPA being raised across the school as a tool for whole school improvement					Percentage of total allocation:
					59%

Intent	Implementation		Impact	Sustainability and suggested next steps:
<p>All class teachers to work with external sports coaches, PE leader and to use PE PRO to develop the children's skills, knowledge and confidence which will enable effective teaching of a range of sports.</p> <p>P.E. and Sports achievements celebrated in celebration assembly.</p> <p>P.E. Leader to monitor the planning and implementation of PE Pro and deliver staff training based on any areas of development</p>	<p>All staff to regularly assess learning through their close observation and questioning, and provide pertinent feedback to challenge pupils to improve their performance.</p> <p>Provide opportunities for staff development in the teaching of PE through observations of qualified sports teachers and whole staff CPD.</p> <p>Pupils of all ages, abilities and interests are able to access a range of sport activities, competitions, after school clubs, lunchtime clubs both internally and externally.</p> <p>Target G&T provision and ensure breadth and depth of coverage. Improved signposting for G&T children into local clubs To liaise with local schools to develop sports competitions.</p> <p>PE Leader to resource and deliver Hill Avenue Sports day.</p> <p>P.E. Leader to continue to monitor the planning and implementation of P.E and deliver staff training based on any areas of development.</p>	<p>Funding allocated: £10842</p>	<p>P.E. and sport to be seen (by all stakeholders) as having an increased profile in school.</p> <p>Children of all abilities can access extra-curricular sporting provision, improving their health and fitness, social skills and emotional well-being.</p> <p>Children have access to a higher standard of inter-school competition in an increased range of opportunities. Consequently, they are challenged further in terms of ability, technique and competitive tactics.</p> <p>Children feel pride in representing a school team. Children celebrate a year of physical activity and competition</p> <p>Clearer talent pathways are available into an increased range of opportunities, so talent is nurtured and challenged and children can continue to excel.</p> <p>PE lead to complete annual evaluation of participation which includes monitoring of targeted children identified in the</p>	<p>PE Quality mark status</p> <p>Develop a tracking system for sporting achievements</p> <p>Provide weekly leadership time for PE leader</p> <p>Termly external CPD</p>

	Sports Captains to encourage activity during assemblies to celebrate sport achievements.		previous review.	
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Key indicator 3: Increased confidence, knowledge and skills of all staff in teaching PE and sport				Percentage of total allocation:
				12%
Intent	Implementation		Impact	Sustainability and suggested next steps:
<p>Raise the quality of education in PE</p> <p>To provide CPD for staff in the delivery of dance and gymnastics.</p> <p>Purchase new PE and sporting equipment</p>	<p>Provide teachers with further CPD to enhance their confidence and knowledge when delivering and assessing sports.</p> <p>Observe and team teach with specialist PE teachers and staff to improve practice. To monitor the quality of education in PE across all key stages.</p> <p>Dedicated subject innovation time given to ensure monitoring of the curriculum can be completed. DS to support with planning, resources and delivering of a skilled based lesson.</p> <p>Staff CPD form to be completed at least 3 x annually through lesson observations of sports coach.</p> <p>New equipment will enhance quality of PE and after school</p>	<p>Funding Allocated: £2265</p>	<p>Staff are more confident and competent in terms of their knowledge and understanding of the PE curriculum.</p> <p>Enhanced quality of teaching, learning, delivery and assessment of PE leads to improved standards with greater and more rapid progress.</p> <p>Regular reviews of the curriculum and its implementation will help ensure that progression of skills is mapped appropriately and delivered successfully.</p> <p>Pupils demonstrate positive attitudes to health and well-being – both inside and outside of PE lessons - and can explain accurately and confidently how to keep themselves healthy. They make informed choices about healthy eating, fitness and their</p>	<p>Weekly release is given to PE Leader will help guarantee that staff training, skills and knowledge are kept up to date.</p>

	provision. Staff Questionnaire and staff meeting to be completed Spring Term to inform CPD.		emotional well-being. P.E. Leader deliver CPD to provide additional support to non-specialist teachers and support staff. All staff to complete assessments and track achievement of all groups. Staff to demonstrate and share an increased confidence and skill in delivering P.E. Active maths in forest school area.	
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Key indicator 4: Broader experience of a range of sports and activities offered to all pupils				Percentage of total allocation:
				11%

Intent	Implementation		Impact	Sustainability and suggested Next steps:
Enhance lunchtime and after school PE provision	<p>All education clubs are available to children in all year groups which are responsive to pupil's voice.</p> <p>Create a quantitative means to measure pupil's enjoyment of lunch time physical activity through a pupil questionnaire.</p> <p>External sports coaches to collaborate with PE leader – sports specialist to enhance lunch time provision.</p> <p>PE leader to provide professional</p>	<p>Funding allocated: £1989</p>	<p>Increased provision of physical education clubs and an uptake in extracurricular lunchtime sport.</p> <p>Through pupil voice PE leader, is aware of pupils' enjoyment and perceptions of PE and can adapt existing provision to meet their needs.</p> <p>Lunchtime Supervisors have high expectations and model quality first practice.</p>	<p>To ensure sustainability all staff must receive regular and up to date training. Monitoring will ensure that it is delivered successfully and has an impact on outcomes.</p>

	<p>development to enhance lunchtime provision and to establish outside learning leaders – Sports Ambassadors and lunchtime supervisors.</p> <p>Introduction of additional sports clubs to a range of ages.</p> <p>Club for all year groups to be made available across the year by P.E. Leader</p> <p>Enrichment workshops to be implemented across key stage 2, offering additional sport opportunities.</p>		<p>Increased engagement in physical activity improves pupil health and fitness, social skills and emotional well-being.</p> <p>A more structured approach to lunchtime activity leads to improved behaviour and fewer severe behaviour incidents.</p> <p>Enhanced outdoor provision leads to relaxed, refreshed, recharged and ready to learn children.</p>	
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Key indicator 5: Increased participation in competitive sport				Percentage of total allocation:
				5%
Intent	Implementation		Impact	Sustainability and suggested next steps:
Raise participation in competitive school sport	<p>MAT Competitions/Festivals</p> <p>Regular Intra competitions: Ensure intra class competitions and competitions in PE lessons House, Class & Whole School with certificates / trophies.</p> <p>Leaders to run competitions at lunch times.</p> <p>To further engage with competitive leagues/competitions so children have greater opportunities to engage in a wider range of competitive sports.</p> <p>To extend opportunities for sporting (competitive) through House competitions.</p> <p>To offer competitive sporting opportunities through after school club offer and KS2 workshops</p> <p>To run sports day events (EYFS, Y1 & 2, Y3 & 4, Y5 & 6)</p>	Funding allocated: £1000	<p>Raised profile of competitions on school website and twitter.</p> <p>High levels of engagement of pupils in MAT competitions.</p> <p>Development of sports leadership skills and resilience.</p>	Enter competitions outside of MAT with other schools in LA

Signed off by	
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Subject Leader:	D. Smith
Date:	31.07.21
Governor:	K. Morgan
Date:	31.07.21