

# 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 2021/22	
Total amount allocated for 2021/22	£19,198
How much (if any) do you intend to carry over from this total fund into 2022/23?	£1207
Total amount allocated for 2022/23	£19,082
Total amount of funding for 2022/23. To be spent and reported on by 31st July 2023.	£20,289

## **Swimming Data**

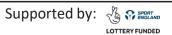
Please report on your Swimming Data below.

Meeting national curriculum requirements for swimming and water safety.	Year 5 and 6 received swimming lessons.
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 2022.  Please see note above	76%
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	76%
What percentage of your current Year 6 cohort perform safe self-rescue in different water-based situations?	76%
Schools can choose to use the Primary PE and sport premium to provide additional provision for swimming but this must be for activity <b>over and above</b> the national curriculum requirements. Have you used it in this way?	<mark>Yes</mark> /No













### **Action Plan and Budget Tracking**

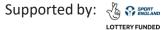
Capture your intended annual spend against the 5 key indicators. Clarify the success criteria and evidence of impact that you intend to measure to evaluate for pupils today and for the future.

Academic Year: 2022/23	Total fund allocated:	Date Updated:	:	]
<b>Key indicator 1:</b> 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:
Intent	Implementation		Impact	£5100 on swimming £1275 was spent on new PE mats £587 PE equipment
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 suggestednext steps:
2 hours PE teaching per week. 30 minutes per day of physical activity.  We aim to ensure that all children know and can demonstrate the benefits of physical activity on their physical, mental and emotional wellbeing.	map for PE and sports provision for all year groups – recovery from Covid restrictions.  Purchase of PE equipment and resources to support increased physical activity at lunchtimes and during PE lessons.	.±4000	Purchased a new scheme of work – Ge Set 4 PE - to ensure that all teachers can deliever quality lessons across a wide range of sporting activities so childrer can develop their skills and knowledge in a well sequenced curriculum.  Children have been able to use the larger apparatus including the wall bars. They have learnt how to get equipment out safely and put it away again.  Children are now getting a broader PE curriculum with well sequenced lessons building on their skills and knowledge each week.  Year 3 and 4 pupils received specialist gymnastic teaching from a PE teacher from Cranbourne School. These	the new scheme of work and ensure rthat all children are accessing a range of indoor and outdoor PE lessons x2 ha week.  Use the CPD elements of the PE epackage to develop teacher's confidence in delivering the lessons. It Year 4, 5 and 6 need to do swimming lessons this academic year to catched pup from missed sessions last sacademic year.













			children can now safely carry out gymnastic moves using the crash mat. Children can now use the new PE mats for indoor PE sessions which provides a better and safer PE experience for the children,  Due to the repairs being made to the swimming pool only Y5 and Y6 had swimming lessons at Cranbourne School.	
<b>Key indicator 2:</b> The profile of PESSPA	A being raised across the school as a to	ool for whole sch	ool improvement	Percentage of total allocation:
	Γ		T	4%
Intent	Implementation		impact	£200 minibus driver £689 play leaders
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:
The profile and benefits of sport and PE is raised across the school by staff and pupils.	promotes PE to classes, year groups and whole school. House events used to support this.	@£160 £800 £680	Winchester. The children were able to try out a range of different sporting activities and for one pupil it was the first time they had been in a swimming pool.  We had x21 Year 5 young play leaders trained to be able to set up games for younger children at lunchtimes and monitor the games.  Sports days were held in the summer and children earnt house points for each event.	forward to their swimming lessons and are more confident with their own ability.  The children will continue this when they are in Year 6 so that the games can continue. Next year we will do the same and train Year 5.  Some children enjoyed the











Key indicator 3: Increased confidence	, knowledge and skills of all staff in t	eaching PE and s	port	Percentage of total allocation:
				2%
Intent	Implementation		Impact	£550 Get Set 4 PE subscription
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:
All teachers receive high quality support and training for the teaching and delivery of PE and sport – Main Focus this year.		±3000	Year 3 and Year 4 teachers have had a term of gymnastics team teaching with a sports teacher from Cranbourne School.  We hosted a tennis coaching twilight in July 23.  The new PE programme we have purchased has CPD for all staff which teachers have used prior to teaching the unit plan.	asports they are teaching and plan ir some extra CPD during the academic year.
Key indicator 4: Broader experience o		ered to all pupils	I I	Percentage of total allocation:
				36%
Intent	Implementation		Impact	£7220 was spent on after and lunch clubs with Planet Education.
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:













	Lunchtime and afterschool Sports Clubs		Planet Education have run a range of	This has enables children to mix with
A range of accessible clubs for KS1 and KS2.	with Planet Education sports coaches.	1 ± 1( )( )( )( )	activities at lunchtimes on a Tuesday	different year groups to try out
	Three times per week.		and Friday. This has enabled children to	
	· ·		try out and learn some different skills	develop their confidence and also
	Sports related after school clubs led by		alongside practising throwing and	practise new skills in a none
	teaching staff to enable children to		catching.	threatening way. It also encourages
	access a range of sports and enter			children to be more active in their
	competitions.		On a Tuesday and Friday we also have	leisure time which will make them
Adventurous Outdoor activity attendance.			multi-skills after school clubs and multi-	healthier.
riaveritarious outdoor delivity atternaurice.	Children to take part in multiple AOA on		sports after school clubs run by Planet	
	a residential trip to PGL.		Educations. This is offered to Year R to	
			Y6 pupils. Children have been able to	
			practise and refine some skills and it has	
			also increased their confidence and	This will help develop the Year 6
			_ ,	pupils confidence to try new
			competitive activities.	experiences particularly as they
				move to secondary school.
			Year 6 pupils experienced a range of	
			adventurous outdoor activities at PGL.	Consider how we can use our
				3
			as rock climbing) and pushed	adventurous outdoor activities so
			themselves out of their comfort zones,	that the young children can be
			they experienced activities they had	more prepared for when they go to
			never done before and conquered some	PPGL!
			tears.	













Key indicator 5: Increased participation	on in competitive sport			Percentage of total allocation:
				3%
Intent	Implementation		Impact	£650 membership to the Basingstoke Sports Association
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:		
Competitions accessible to all students, regardless of gender, ability and age.	Alliance with Basingstoke Sports Alliance – joining as many competitions as possible.  Supply cover for releasing staff to go to competitions.  Mini Bus maintenance – MIDUS training	£1500	For the Hampshire Sports Festival we borrowed a mini bus but paid for a driver as we have no – one with a valid MIDUS training. This meant that we would take a group of Y4 children to the festival as our school minibus has been SORN.  Year 5 and 6 children have played against x6 local schools in a football tournament over the year. This has developed their football skills, confidence and team work	This has increased our links with other schools and will enable us to continue the football competitions

Signed off by	
Head Teacher:	Sue Jackson
Date:	17 <sup>th</sup> July 23
Subject Leader:	Lauren Bourke
Date:	7 <sup>th</sup> July 2023
Governor:	lan Ross (Chair of Governors)
Date:	17 <sup>th</sup> July 23















