

# 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 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.** 

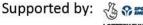
We recommend regularly updating the table and publishing it on your website throughout the year. This evidences your ongoing self-evaluation of how you are using the funding to secure maximum, sustainable impact. Final copy must be posted on your website by the end of the academic year and no later than the 31st July 2021. To see an example of how to complete the table please click <u>HERE</u>.

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### **Details with regard to funding** Please complete the table below.

| Total amount carried over from 2019/20  | £960    |
|---|---------|
| Total amount allocated for 2020/21  | £18,400 |
| How much (if any) do you intend to carry over from this total fund into 2021/22?    | £17,000 |
| Total amount allocated for 2021/22  | £18,400 |
| Total amount of funding for 2021/22. To be spent and reported on by 31st July 2022. | £35,000 |

## **Swimming Data**

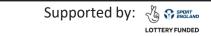
Please report on your Swimming Data below.

| 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   | Springdale First School has children in<br>Years R-4 therefore cannot comment on<br>Y6 data. |
| 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   | N/A  |
| What percentage of your current Year 6 cohort perform safe self-rescue in different water-based situations?   | N/A  |
| 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?   | 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: 2021/2022   | Total fund allocated: £35,000   | Date Updated: October 2021     |   | ]  |
|--|---|--------------------------------|---|--|
| <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: Approx 20%  |  |
| 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<br>allocated:<br>£8750 | Evidence of impact: what do pupils now know and what can they now do? What has changed?:  | Sustainability and suggested next steps:   |
| To provide active play opportunities at break and lunch times to ensure at least 30 minutes of activity at school.  To develop the use of active breaks to increase physical activity levels.  | Sports Ambassadors to deliver games during the lunch hour across the whole school. (Begin with KS2, and then move to KS1)  Train more Sports Ambassadors to support lunchtimes (Autumn 2021 and Spring 2022)  Map out playgrounds into different zones for different physical activities.  Purchase more equipment for playground to use in allocated zones. (Lower playground – musical instruments / basketball nets – Autumn 2021).  Individual classes to use Mile track between lessons ongoing throughout the year. | (Cost of supply<br>£163.28)    | Children have the opportunity to explore a range of activities at play and lunchtime. These include; dance, basketball, skipping, climbing.  All children will be active for at least 30 minutes per day.  Increased confidence in children to take part in a range of active activities. | Re-introduce competitive sport in KS2.  When able, explore the possibility of having more after school Sports clubs.  Investigate different ideas for active brain breaks. |













| <b>Key indicator 2:</b> The profile of PESSPA   | Continue to support lunchtime staff with activities to engage the children  A being raised across the school as a to   | ool for whole sch              | ool improvement  | Percentage of total allocation: Approx 10%   |
|---|--|--------------------------------|--|--|
| 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<br>allocated:<br>£7140 | Evidence of impact: what do pupils now know and what can they now do? What has changed?:       | Sustainability and suggested next steps:   |
| Continue to promote heathy active lifestyles by celebrating achievements and inspiring children  To provide opportunities for children to participate in a range of physical activities to support mental health and well-being of all children | Yr 1 and Yr 4 – Learn to Ride / Level one bikeability courses. (Autumn 2021)  New website P.E page to promote children's achievements.  Y4 pupils to participate in alternative sports during residential trip e.g. rock climbing, archery etc.(if circumstances permit) (March 2022)  Reception children – balanceability course (Spring 2022)  Continue to promote healthy lifestyles on board in hall.  Ensure healthy Living and lifestyle is planned into Jigsaw "Healthy Me" |                                | their Level 1 Bikeability.  % of Yr 4 children will have taken part in a different activity on | Continue to run "Learn to Ride" / Level one Bikeability for more children.  Explore Forest Schools  Continue to achieve Gold Sports Mark – investigate Platinum Award. |













| a range of activities (Linked to well-<br>being action plan).                                 |         |  |
|---|---------|--|
| Cricket Taster session – 22.03.22 and 24.03.22 for whole school                               |         |  |
| Quad Kids event at Broadstone Middle<br>School - (Summer 2022 – Year 4<br>children)           | £163.28 |  |
| Year 2 and Year 3 – Forest School day in school. (Spring term – Year 3, Summer term – Year 2) |         |  |

| Key indicator 3: Increased confidence, knowledge and skills of all staff in teaching PE and sport                  |  |                                  | Percentage of total allocation:   |  |
|--|--|----------------------------------|---|--|
|  |  |                                  |   | Approx 45%                               |
| Intent   | Implementation   |                                  | Impact  |  |
| Your school focus should be clear what you want the pupils to know   | Make sure your actions to achieve are linked to your intentions:   | Funding<br>allocated:<br>£16,485 | Evidence of impact: what do pupils now know and what  | Sustainability and suggested next steps: |
| and be able to do and about<br>what they need to learn and to<br>consolidate through practice:                     |  |                                  | can they now do? What has changed?:   |  |
| support to deliver broad, balanced and inclusive high quality PE and school sport provision (within and beyond the | support teachers (Summer 2022 –<br>Resources ordered. This includes  | £25,090                          | More confident and competent staff  – evidenced through feedback, lesson observations, learning walks, pupil questionnaires | _  |
|  | · CPD for all staff – staff meetings /<br>work with S. Cox to support with this.<br>2 x planned P.E sessions per week,<br>following year group objectives. | £997.00                          |   |  |













| <b>Key indicator 4:</b> Broader experience o  | f a range of sports and activities offe   | ered to all pupils       |  | Percentage of total allocation:  |
|---|---|--------------------------|--|--|
| Intent  | Implementation  |                          | Impact   | Approx 10%   |
| 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 | Make sure your actions to achieve are linked to your intentions:  | Funding allocated: £2625 | Evidence of impact: what do pupils now know and what can they now do? What has changed?: | Sustainability and suggested next steps:   |
| Provide opportunities to take part in a   | Take part in events from Poole Primary events calendar 2021-2022.  Liaise with other local schools to organise events / matches in different sports. This may include transport.  Engage with Sam Cox to support competitive events.  Orienteering mapped out in school |                          |  | When COVID safe, begin to look<br>at how the school can offer<br>internal clubs. |
|   | (Summer 2022)  After School clubs re-introduced (Summer 2022)   | £479.00                  |  |  |













| Key indicator 5: Increased participation   | on in competitive sport  |                                |  | Percentage of total allocation:   |
|--|--|--------------------------------|--|---|
|  |  |                                |  | Approx 15%  |
| Intent   | Implementation   |                                | Impact   |   |
| 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<br>allocated:<br>£2625 | 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?:  |   |
| Provide opportunities for all children to challenge themselves through both intra and inter school sports. | Arrange termly year group / KeyStage sport activities.  Sports day to continue to have races that are competitive. (Summer 2022)                             | 3                              | % of children will have taken part in both intra and inter school sports activities.  Children will develop further understanding of the importance of | Begin networking with other schools to arrange friendly matches and take part in competitions, for example, football and gymnastics |
|  | Springdale Mile for KS2 during Sportsday. (Summer 2022)  Liaise with Sam Cox to explore further opportunities to take part in a range of competitive sports. | Cost of supply -               | competitive sport and identify the qualities of good sportsmanship.  |   |

| Signed off by   |               |
|-----------------|---------------|
| Head Teacher:   | D. M. Budden  |
| Date:           | October 2021. |
| Subject Leader: | C/O D. Budden |
| Date:           | October 2021. |
| Governor:       | Debbie Prince |
| Date:           | November 2021 |











