

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.**

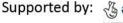
We recommend regularly updating the table and publishing it on your website throughout the year. This evidences your ongoing self-evaluation of how you are using the funding to secure maximum, sustainable impact. Final copy must be posted on your website by the end of the academic year and no later than 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 | £0 |
|---|--------------------------------------|
| Total amount allocated for 2021/22 | £ |
| How much (if any) do you intend to carry over from this total fund into 2021/22? | £0 |
| Total amount allocated for 2022/23 | £16,000 + £10 per pupil – 210 pupils |
| Total amount of funding for 2022/23. To be spent and reported on by 31st July 2022. | £18,100 |

Swimming Data

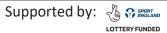
Please report on your Swimming Data below.

| 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? | 90% |
| 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 | |
| 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 | 90% |
| What percentage of your current Year 6 cohort perform safe self-rescue in different water-based situations? | |
| 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? | NO |













Action Plan and Budget Tracking

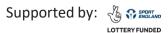
Capture your intended annual spend against the 5 key indicators. Clarify the success criteria and evidence of impact that you intend to measure to evaluate for pupils today and for the future.

| Academic Year: 2022/23 | Total fund allocated: | Date Updated: Oct 2022 | | |
|--|---|----------------------------|--|---|
| 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: % | |
| 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: |
| Pupil will have a planned series of activities which they can take part in on daily basis during break times and | Purchase new lunchtime and break atime provision boxes which encourage pupils to be active. | Total costings- £10,000 | Pupils have activities to choose from at break times | Lunch time activities to be sustained next year |
| lunchtimes. | Sports TA apprentice to run a daily sports activity for Y3/4 and Y5/6 | £1000 | engagement of all pupils in regular physical activity | Continue to plan timetable of a variety of sports – in winter look at a hall timetable for activities eg. Boccia, bowling, table tennis |
| | Optional sports activities such as badminton and table tennis to be available in a covered area at break and lunchtime. | £9000 | being encouraged to be physically | Develop ways to make activities accessible for the less active children |
| | Y5 to be trained as sports leaders to support Y1/2 in activities. | | Calmer space for gentle activities | |
| | | Part of MSP | Raises standard of pupil performance | |
| Key indicator 2: The profile of PESSP | A being raised across the school as a t | ool for whole sch | nool improvement | Percentage of total allocation: % |
| 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: |
|---|--|-----------------------|--|---|
| Pupils will be inspired to try a range of different sports | Calendar of sporting events to be used | IC1/I/O | Increased pupil awareness of global sporting events | Continue sporting events calendar |
| Children will enjoy and what to | throughout the year which links to the wider sporting calendar across the UK | PE and sports | | Ensure PE lead is released from |
| participate in physical activity | and world. Launch assemblies will be | peda release time | of a variety of events e.g. rounders, | class to organise sporting events |
| Children will understand how to have a | developed to introduce pupils to these sports | | | PE lead to be released to gather pupil voice |
| healthy lifestyle | Sports | | Children challenging themselves | pupit voice |
| | Pupil voice to be gathered on a termly basis to ensure the sports activities | | | Sporting apprentice and teachers to continue sporting activities at |
| | offered inspire pupils. | 00000 | | lunch time |
| | Weekly timetable of sporting activities | | | |
| | which are run by teachers and the sports teaching assistant apprentice | Costing above | Pupils given variety of sports to try – increases profile of sports and motivation to take part in sport | |

| Key indicator 3: Increased confidence, knowledge and skills of all staff in teaching PE and sport | | | | Percentage of total allocation: |
|---|--|--------------------|--|--|
| | | | | |
| 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: |











| | | | T | |
|--|--|------------------------------|---|--|
| All staff will have confidence to teach PE lessons which ensure children are active for as many minutes as possible | Induction for new teachers into the school. | Total costing- £4600 | _ | Sports apprentice to continue to support PE lessons |
| γ | | | PE lessons taught confidently and to a | Skills learnt for the teachers are |
| PE lessons will be inclusive and scaffolded | d Sports apprentice will support at least | | | sustainable and used with their |
| for all pupil | 1. | Costing above | | next classes |
| | each week | | Children able to reach a variety of | |
| Staff will be confident to teach the full | | | objectives due to high quality lessons | |
| range of PE curriculum provision | CPD for Teachers via the Get Set for | £600 Curriculum | twice a week | |
| | PE curriculum and networks | cost | | |
| | | | Children more active through | Ensure money is used to release |
| | PE lead to access Mansfield Sports | | increased curriculum time for PE | subject leader for training and |
| | Partnership CPD and disseminate to staff | £800 | | development purposes Release time for training courses |
| | | | | for PE subject leader |
| | One staff meeting each term to be allocated to the implementation of | NA | | Ensure each term leader has clear |
| | the PE curriculum | | | intentions |
| | life PE curricularii | Taaahaaaalaaaa | | |
| | Release time for the PE lead to | Teacher release time – £1200 | | |
| | monitor and support teachers who | 11116 - £1200 | | |
| | are less confident teaching PE. | | | |
| | | | | |
| | Replenishment of sport equipment for | £2000 | | |
| | r L lessons and markings on the new | 12000 | | |
| | and playground | L | | |
| Key indicator 4: Broader experience of | of a range of sports and activities offe | ered to all pupils | | Percentage of total allocation: |
| Intent | Implementation | | Impact | |
| Your school focus should be clear | Make sure your actions to | Funding | Evidence of impact: what do | Sustainability and suggested |
| what you want the pupils to know | achieve are linked to your | allocated: | pupils now know and what | next steps: |
| and be able to do and about | intentions: | | can they now do? What has | mext steps: |
| what they need to learn and to | | | changed?: | |
| consolidate through practice: | | | | |
| | | Total asstire | | |
| All children will offered the opportunity | Extra curricula provision will include a | Total costing- | Pupils enjoy and attend variety of | |
| to take part in a range of sporting Created by: Physical Active Created by: Physical Partnerships | Supported by: 🔏 | £1600 | Marepeople | |
| Education Partnerships Important Committee Standards Committee Standards Committee Co | TRUCT | PY FUNDED UK COACHING | Managongia active Managongia Managongia Managongia Managongia Managongia Managongia Managongia Managongia Managongia Managongia | |
| | | | | |

| Dance, cheeneading muiii soons. | Costing in sports | clubs Raises profile of sports | |
|---|-------------------|-----------------------------------|--|
| Mansfield Sports partnership- calendar of events to be highlight at the beginning of the year. Opportunities to be provided for all pupils in school. | | | |
| A range of activities to be provided for | £1600 | | |
| pupils at break and lunchtime. This includes all pupils. | | | |











| Key indicator 5: Increased participati | on in competitive sport | | | Percentage of total allocation: |
|---|---|--------------------------|--|--|
| | | | | % |
| 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: |
| Children will have opportunities throughout the year to take part in competitive sports within school and | Entry into a virtual football league – travel costings | Total costings- £1200 | Children experience competition in friendly environment | Parent voice to be completed for which timings of events are best suited to them in order to |
| externally with other schools and organisations | Participating in competitive competitions from Mansfield sports partnership. | Travel costs - £1200 | Raises profile of sports Pupils feel more at ease with | increase engagement Continue to offer variety of lunch |
| | Swimming gala entry – travel | | competitions and prepared to take | time clubs |
| | A range of lunchtime clubs which include training for competitive matches. | Costings above | Children aware of a variety of global sporting events Children encouraged to compete in friendly way within school | Look for interesting opportunities which engage pupils e.g. assemblies from external providers |
| | Programme of sporting activities which link to the UK and world sporting calendar. Inter house activities to be set up linked to the sporting activities. | | Pupil voice for cricket competition very positive | Developing and maintaining links with local clubs/individuals/companies |

| Signed off by | |
|-----------------|-----------------|
| Head Teacher: | Mrs J L Smedley |
| Date: | 11/7/23 |
| Subject Leader: | Mr Kitchenson |
| Date: | 11.7.23 |













| Governor: | Mr T Saunders |
|-----------|---------------|
| Date: | 11.7.23 |











