

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.

Pleasevisit<u>gov.uk</u>fortherevisedDfEguidanceincludingthe5keyindicatorsacrosswhichschoolsshoulddemonstrate animprovement. This document will help you to review your provision and to report your spend. DfEen 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.**

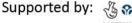
We recommend regularly updating the table and publishing it on your website throughout the year. This evidences your ongoing self-evaluation of how you are using the funding to secure maximum, sustainable impact. Final copy must be posted on your website by the end of the academic year and no later than 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	£2000
Total amount allocated for 2020/21	£17700
How much (if any) do you intend to carry over from this total fund into 2021/22?	£77
Total amount allocated for 2021/22	£17,770
Total amount of funding for 2021/22. To be spent and reported on by 31st July 2022.	£17,770

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	74%
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	68%
What percentage of your current Year 6 cohort perform safe self-rescue in different water-based situations?	94%











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

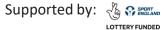
Capture your intended annual spend against the 5 key indicators. Clarify the success criteria and evidence of impact that you intend to measure to evaluate for pupils today and for the future.

Academic Year: 2021-22	Total fund allocated:	Date Updated:	May 2022]	
		Percentag 19%	e of total allocation: £3254.24		
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?:	Sustainab next steps	ility and suggested s:
Audit if PE resources to mirror up to LTP and progression map across key stages. Ensure enough equipment available for each child, range of equipment to offer a broad curriculum.		Sports Equipment £1856.24 £186	was identifies that pupils required a wider range of equipment at lunchtimes to work alongside the Trim Trail and	ensure equ to LTP for 2 year – repl – look at Ir	dit Pentecost 2 – to uipment mirrors up 2022-23 academic enish any equipment atention to compete and competitions for
Offer more opportunities at lunchtimes and break times for children to engage in physical activity	Foam balls – KS1 required full set Table tennis cover and set	committed	brought through Sports Premium) Due to this the pupils can now	next acade Health and	mic year.
	Basketball goal net Ankle ball bag Foam balls	£1042 committed	basketball, football, rugby etc during lunchtimes. This has led to more participation	,	
	Scoops Inflator Skipping ropes – sports day and PE lessons full class set	£67	of physical activity, improved behaviour in UPKS2 due to less playing football and greater engagement. Pupils also able to continue the skills learnt during lessons such as tag rugby – throwing and catching.		













				%
				/0
Intent	Implementation		Impact	
	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:
rogression map rolled out across all fear groups matching up to the LTP fentifying key outcomes required in tach unit to ensure a broad urriculum is delivered.	Progression map for teachers to familiarise themselves to use within the academic term 2022-23 Learning objectives part of the assessment for learning for each unit – so teachers can ensure LOB's are met and tasks can be adapted as long as still covering the LOB's Part of the Inspire day – KJ spoke to different providers for Gymnastics for wither CPD – class delivery or after school activities	Part of SSPAN membership	best to feedback to pupils overall. Pupils during questionnaires said they would like more indication of their ability in PE similar to colour system used elsewhere in school. Pupils would like more variety in Gymnastics club – use of badges	alongside the progression map













Key indicator 3: Increased confidence	, knowledge and skills of all staff in t	eaching PE and s	port	Percentage of total allocation:
				3% £500
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:
Use of outside coaches to offer specialised sports coaching Online CPD offered for tennis to gain resources	Working with Leicester Tigers tag rugby coaches coming to work with year 4 and year 5. Teachers and TA to become more	£ Free	,, ,	•
CPD from sports coach and teachers from St Paul's	confident in the delivery of this area.		Due to our involvement with the course year 4's took part in a Tag-Rugby Festival and won. They were also asked to take part	Take part in the Tag Rugby festival
CPD for swimming SEND pupils through SSPAN (offered but not available in the end) KJ to look into further opportunities	Through SSPAN a block of 9 weeks	500	in a special Q and A session with	Reuse the booklets from Sparx and Whispa to use with different children across the school
Mini Whispa and Sparx programme	working with identified pupils in KS1 who may require support with		school.	Sparx to go towards Eco award making healthy choices –
for identified pupils in ks1 and ks2	work, confidence in PE, self- esteem – aimed as a health and wellbeing course	£50	and to continue these courses in school – use the booklets - Run as clubs	and lifestyle. Pupils taking part in the Mini Whispa programme become more engaged in PE lessons, enjoyed picking their own
CPD course KW planned in for next year 22-23 Level 5 PE course	To upskill KW in PE to assist KJ	£500 (pending)		activity areas – were more vocal in sessions and have brought this to their PE lessons. All enjoyed the sessions and say they enjoy PE













	Implementation			57% £10,065
our school focus should be clear M	Implementation			3770 210,003
	F =		Impact	
	Nake sure your actions to chieve are linked to your ntentions:	Funding allocated:	Evidence of impact: what do pupils now know and what can they now do? What has changed?:	Sustainability and suggested next steps:
hris will work alongside the Teachers ollowing a long term plan to ensure II areas of the curriculum are overed. Liaise with PE Coordinator to eedback on ability etc. Works longside other schools and attends RS events. Incorporate use of levels in PE eedback to pupils and PE Coordinator and teachers for use of essessments and report writing. Swimming instructors – allows reater differentiation within lessons to its curring Covid)	ongside the progression map cross all key stages. O use his specialisms and tailor are LTP accordingly aris to use the assessment from arning outcomes within the units of ensure it matches up with the hole school and feedback accordingly. Wimming to be taught with 1 reacher from SJF (fully qualified structor) and use of two other structors allowing 3 clearly afferentiated groups. Main focus of increase confidence of non-wimmers of which there is an crease due to Covid.	£280 up to July Sports Coaching Swimming tuition Transport to swimming pool Transport £1575 to events KS1 Play area fencing £350	upskill their own practice. Allows liaison between different schools to look at best practice as can discuss ideas and delivery. Chris took back our PE assessment and progression map to support STM PE lead. Allows pupils to be taught a broad and balanced curriculum with specialisms such as; football, athletics, (which has helped SJF to achieve huge sporting successes this year in year5/6 girls and boys football Yr5/6 pupils have access to after school football training allowing them ongoing support and technique building. Pupils have benefited from a skilled coach with up to date knowledge and training in all aspects of PE. When asked the children who attended the football sessions said it	Assess swimmers ks2 across the Sports Premium requirements Use an assessment to identify pupil stages and progress made this year. Look at using Sports Premium for certificates and badges Pupils would like to play in competitive games against other schools within the area in their own league – to allow for more games throughout the year. Looking into this with netball across SJF, STM and CTK 2022-23 Intent to compete form submitted for SSPAN competitions and St Paul's
<u> </u>			boasted their confidence and knowledge of how to become a	links – specialised coaching in school

playground	more skilled player. They would all	
inspection of	like to play in competitive games	Deliver and implement scheme
equipment	against other schools.	of work for swimming
		assessing pupils against revised
	Swimming -pupils so far who have	levels for 22-23
	moved up from beginners group	
	to intermediate or advanced –	
	Year3 and 4 9 pupils moved	
	groups	
	Year 5 and 6 8 pupils moved	
	groups	













Key indicator 5: Increased participation	n in competitive sport			Percentage of total allocation:
				21% £3753.14
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:
Renew membership with SSPAN (School Sports Partnership and Network)	Subscription to SSPAN membership Subscription to Leicester and	£1,550 £656.05	with All classes took Part in a sports festival throughout the year – year	Membership is sustainable – will renew for 22-23 as allows pupils a wide range of activity opportunities to ensure a broad and balanced curriculum
Access to a range of sporting activities across all year groups	District primary Sch Football St Pauls' specialised coaching and	f 1185	Goals competitions year1 -6 Reception received balance bikes Year 6 Bike ability – allowing	Develops good links to St Paul's – allows coaches to
Activities split into Excel league and competition, inspire, develop, disability-inclusion events – allow pupils to be selected for certain	competitions Transport to events Refreshments at events	£34.50	than drive to school	come in and work with pupils on skills and expectations for secondary school KS3 – helps with transition
events to ensure inclusion, participation and engagement.	Overtime of staffing TA for sporting competition	£132.44 £138	Year 5 and 6 entered The Sports hall Athletics and won their event for East Leicestershire – then won	submitted for SSPAN and St Paul's for 22-23
	BR Sports medals	£57.15 X31	Year 5 and 6 girls and boys have achieved great results in their football leagues – girls in the semifinal and boys won their final Cross Country successes: November – 21 pupils finished in	School Games form submitted for 21-22 to achieve Gold All works to achieving gold then platinum in award. CPD for teachers and TA's who work with pupils in lessons and
			15 of which top 10	clubs. Staff questionnaire to be sent













	out about CPD opportunities
February 2022 Victoria Park 17 ks	s2 online or in person
– finished top 30	
Of which 13 finished top 10	Liaise and respond to external
9 top 5	providers about
East Leicester – 3 in the top 5	Scooters
	Gymnastics (LTA)
Aim is that pupils who compete	Scheme of work to accompany
outside of school PE lessons n	lessons – Complete Gym
School Competitions have	
developed an understanding in	Super Star Sport
fair play, leadership,	
sportsmanship, teamwork, playin	ng
to the letter of the game, social,	
communication. Pupils who play	
against other children of the sam	e
age, can then make comparisons	
of their own ability and strive to	
improve. Gives opportunities for	
CPD courses at reduced rates. All	
going towards School Games Ma	rk
Award Awarded Gold 2019/20 st	iII
because of covid 19 first year it	
has recommenced.	
Good uptake of sports clubs –	
gymnastics, athletics, dance and	
football.	

Signed off by	
Head Teacher:	
Date:	













Subject Leader:	K Jones
Date:	28.06.22
Governor:	
Date:	











