

# 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.

 $Please visit \underline{gov.uk} for the revised Df Eguidance including the 5 key indicators across which schools should demonstrate an improvement. This document will help you to review your provision and to report your spend. Df Eencour ages schools to use this template as an effective way of meeting the reporting requirements of the Primary PE and sport premium. \\$ 

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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HPA

Total amount carried over from 2019/20	£
Total amount allocated for 2020/21	£18,470.00
How much (if any) do you intend to carry over from this total fund into 2021/22?	£7,281.18
Total amount allocated for 2021/22	£25,751.18
Total amount of funding for 2021/22. To be spent and reported on by 31st July 2022.	£25,751.18

## **Swimming Data**

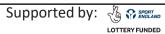
Please report on your Swimming Data below.

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?	62%
<b>N.B.</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. 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	62%
What percentage of your current Year 6 cohort perform safe self-rescue in different water-based situations?	50%
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**

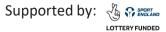
Capture your intended annual spend against the 5 key indicators. Clarify the success criteria and evidence of impact that you intend to measure to evaluate for pupils today and for the future.

### HPA

HPA Academic Year: 2022/23	Total fund allocated:	Date Updated:		
<b>Key indicator 1:</b> The engagement of <u>a</u>			ficers guidelines recommend that	Percentage of total allocation:
primary school pupils undertake at le	ast 30 minutes of physical activity a d	ay in school		55%
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:
groups particularly to address aspects of lost content and less confidence in gymnastics and dance.  All pupils have at least 90 minutes across at least 2 PE lessons on	High quality lessons planned in, delivered and reviewed.  Support and ongoing CPD for staff from PE mentor:  Sport2Day  Agilitas  PE Lead (CG)	£10,125	Pupils demonstrate high levels of engagement in consistently well taught lessons.  Increased participation, skill achievement and knowledge of physical activity with increased sense of wellbeing.	High engagement, staff confidence raised in delivering good lessons leading to good progress in all lessons and pupils achieving age related skills and knowledge.
and promote participation in physical activity.	Balance of healthy eating choices, physical and wellbeing for all pupils. Physical activities offered 4 x per week –TA and Sports Mentor.		Increased interest and participation in after school and lunch time sports clubs.  TA working together with all breakfast club pupils.	Pupils are fully engaged during unstructured times impacting on pupil wellbeing and positive
play sessions to ensure that children	Lunch time supervisors implement active play with timetabled rotation of activities to ensure interest levels		Pastoral team/PE Leader training Year 5 and 6 pupils to lead active sessions as sports mentors.	behaviour choices.











unstructured times. Playground leaders are trained and confident in running lunch and playtime activities to ensure activity levels and engagement are raised.	remain high and skills are developed.		Agilitas run active sports sessions 1 x week at lunch times.	Continue to build in to the next academic year as Year 5 go in to year 6 to model.
Further embed daily mile and active brain breaks such as Go Noddle and Activate sessions.	Daily Mile timetabled in across all classes. PE Leader to further introduce challenges and monitor impact.		All pupils involved for 15 minutes each day. Pupils using the Daily Mile for other physical activity.	
Key indicator 2: The profile of PESSPA	A being raised across the school as a to	ool for whole sch	ool improvement	Percentage of total allocation:
				3%
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:	Implementation  Make sure your actions to achieve are linked to your intentions:	Funding allocated:	Impact  Evidence of impact: what do pupils now know and what can they now do? What has changed?:	Sustainability and suggested next steps:













	be to decrease the second		
9	PE leader attends cluster meetings		competitions motivate and
<ul> <li>Developing physical skills</li> </ul>	and shares updates with SLT		aspire children to achieve and
	through staff meetings and emails.	leader, pupils actively use the	take part.
<ul> <li>Supporting individual</li> </ul>		board to gather information and	
development.		updates.	
'	Continue to build success of		
	activities provided for unstructured		Continue to enhance further
	times through Active Play,		outdoor activities.
	Playground leader led Lunch Club		
	and Agilitas 1 x per week.	House captains and sports	
Play and lunch times promote fun,	gg.	leaders take the lead with	
fitness and physical activity for good	Continue to promote through	promoting house points and	
	prominent hall display, website,	ensuring display is up to date.	
	Facebook and through promotion in	ensuming display is up to date.	
	assemblies.		
	assemblies.		
L			
To raise the profile of PE and sport to			
encourage all pupils to be inspired.			

Key indicator 3: Increased confidence, knowledge and skills of all staff in teaching PE and sport				Percentage of total allocation:
	3%			
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 allocated:	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?:	
Active use of Target Tracker to record teacher assessments and observations.  PE Leader to regularly carry out observations and update SLT and	PE leader and Key Stage leaders to monitor teachers use of assessment.	£500	provision implemented to raise	
deep dives and feedback to further support staff CPD and progression.				Staff understand the 3 pillars of progression across PE:  • Motor competence
Teaching staff work and liaise with Sports Leaders and adapt planning to meet needs of pupils and ensure progression.	PE leader monitors planning meets needs and facilitates progression. Lessons evidence opportunity for the 3 pillars of progression.		through assessment on target tracker.  Observational feedback given to staff to further impact on practice.  Deep dives in key areas of PE (gymnastics and dance particularly) carried out, fed back and evaluated.  Increased range of sports offered with positive engagement by	<ul> <li>(fundamental movement skills)</li> <li>Rules, strategies and tactics.</li> <li>Healthy participation.</li> </ul>
Further embed sports mentors and TAs to support driving skills in different sports working alongside teaching staff and pupils.	Further build key skills and knowledge in pupils. Introduce new skills such as building running stamina, tri golf, archery and hockey.		pupils.  Progression of pupil skills and knowledge evident across a range of activities.	Measure success to further implement and plan for 2022/2023 and beyond for sustainability.
Key indicator 4: Broader experience o	f a range of sports and activities offe	ered to all pupils		Percentage of total allocation: 20%
Intent	Implementation		Impact	-070













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	
what they need to learn and to			changed?:	
consolidate through practice:				
Additional achievements:	Agilitas and mentors in various	£3,760	Has enabled us to further develop	
Barton object to the language of the language	sports and physically active play		I -	PE maintaining consistently
Partnerships with key organisations	, , , , , ,	l ·		, , ,
such as University Academy	cricket, team games) developing	1 -	appealing to a wider audience.	Progression evident across all
Holbeach, UALS, Agilitas, Sport2Day	their skills in the delivery of quality	school provision		year groups to meet end
to continue to increase the range of	PE lessons and cross curricular			points expected.
physical opportunities.	opportunities.			
	Improved teaching in wider sports			
	with an enhanced variety.			
	High quality planning for PE			
Physical activity is mapped to ensure			I -	Pupil voice discussions and
all pupils experience the correct PE	Timetables evidence coverage		strengths and areas for further	teacher surveys.
time and coverage with an audit	across gymnastics, dance and		development.	
completed alongside the long term	games.			All pupils confident in
framework.	Planning evidences progression			participating in PE.
lianework.	with long term/medium term and			
	short term aligning with lesson			
DE loader released to support staff in	content.		Lesson observations demonstrate	
PE leader released to support staff in			good delivery by confident	
wider sports.			teachers (CG)	
Developing pupil confidence to try	Extra curricular clubs offer the		Audits of participation by pupils	
new activities.	opportunity for pupils to further		show raised pupil engagement.	
	improve their skills in a range of			Look in to purchasing academy
	different activities covered within			bicycles.
	the enrichment days.			
			Increased engagement and	
			concentration in lessons	

























Key indicator 5: Increased participation	n in competitive sport			Percentage of total allocation:
				19%
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:
Further embed participation in and access to competition both in and out of the academy increasing opportunities for younger pupils – Sport2Day.  Use high profile sporting events to inspire competitions within the academy/inter school competitions and events such as the Commonwealth Games.  Promote events and access to clubs and activities through the academy website and FB page.  Develop effective year 5 and 6 sports leaders.	Participation rates of different year groups and across different	£3,600 Sport 2 Day competition package	participation so that 50%+ of the academy represent their academy. Regular competitions introduced – across all 6 terms. Range of sports broadened and ensure that girls teams are entered for cricket, football and hockey. Increased pupil awareness of the importance of physical wellbeing through curriculum, signposting and	Building links with Lincoln University sports faculty further. Invite member to see us at work and play. Working closely with UAH PE and sports departments. Developing further links with community projects and local Olympic linked individuals.  Promoting use of the academy grounds by local sporting clubs and HAF activity clubs.
Increase competitive elements to KS1 sports mornings, hold heats for KS2 award medals to all winners.	Inter network participation in playing as part of a team and playing to win.		Increased time to be spent outside to encourage active sport participation.	
Maintain holiday time sporting activities	Increased numbers participating in holiday provision to further develop skills and knowledge.			













Signed off by	
Head Teacher:	Mrs Susan Boor
Date:	01/09/2022
Subject Leader:	Mr Clive Green
Date:	01/09/2022
Governor:	Mrs Sarah Dunne
Date:	01/09/2022











