

Evidencing the impact of the Primary PE and sport premium

Website Reporting Tool

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Commissioned by



Department
for Education

Created by



YOUTH
SPORT
TRUST



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	90.91%
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	81.81%
What percentage of your current Year 6 cohort perform safe self-rescue in different water-based situations?	90.91%
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?	Yes/No

Created by:  Association for Physical Education  Active Partnerships  YOUTH SPORT TRUST

Supported by:  UK SPORT LOTTERY FUNDED  UK COACHING  UK MIRA

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: 2022-2023		Total fund allocated: £16,585		Date Updated: 06.07.23	
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:
					2%
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:
<ol style="list-style-type: none"> 1. Encourage children to take part in all PE sessions without worrying about kit and avoiding stereotypes. 2. Healthy Lifestyles week to become regular in schools 3. School to achieve Activ10/20/30 award 4. Higher percentage of Y6 children to achieve swimming standards than predicted last year. 5. OPAL accreditation to be achieved and field to be opened up so there is more room for climbing, sports etc. 	<ol style="list-style-type: none"> 1. Purchase replacement kit as and when it is needed. Ensure kit is washed regularly. 2. Plan a healthy lifestyle week for the Summer Term to coincide with Sports Day. 3. School to sign up and pledge actions. Ensure submission for the award is met. 4. Track the progress of Year 5 children through Swimphony. Any who are targetted at the end of Autumn Term to receive additional support. 5. OPAL accreditation achieved. 		£500	Children have a sense of pride when taking part in PESSPA lessons. Participation in PE lessons is good, very few children do not take part. All children are expected to wear the same kit as a sense of inclusion, making lessons more inclusive. Healthy lifestyles week has helped to encourage children to eat healthy packlunches. Big focus as a staff to ensure lunches and tuck shops are healthy.	To continue to replenish kit and reinforce the values of healthy eating. To achieve the bronze sportsmark award at the end of the next academic year (2024).
Key indicator 2: The profile of PESSPA being raised across the school as a tool for whole school improvement					Percentage of total allocation:
					9%
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:
<ol style="list-style-type: none"> 1. Using equipment to raise the profile of sport. Improving equipment, engagement, enjoyment and participation. 2. PESSPA lead to run sessions to train sports/OPAL/break leaders. 	<ol style="list-style-type: none"> 1. Purchase equipment which is linked to the new long term plans. Ensure there is enough for all children to access the lesson and staff to deliver the lesson successfully. 2. PESSPA lead to set up lunchtime clubs which will initially be run by the lead and then left to volunteers. 		£1500	PESSPA lessons are inclusive, children have full access to the lessons as kit and equipment is updated in line with the lessons that are being taught. Teachers have more confidence in delivering lessons as a result, also leading to a more positive experience for the children.	Lunch games training for staff to be requested as part of next years SLA agreement. Lunchtime supervisors to be trained in how to run small games on the yard, children to then be trained to deliver games and run them themselves. Equipment for break and PESSPA lessons to be replenished as and when it is needed.

Key indicator 3: Increased confidence, knowledge and skills of all staff in teaching PE and sport				Percentage of total allocation:
				9%
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:
<p>1. Staff to be confident with progression of skills throughout PE element of PESSPA and be confident in using the relevant assessment criteria.</p> <p>2. Gaps to be plugged in staff knowledge/sports where staff lack confidence</p> <p>3. Differentiation to at least two levels to now be shown in lesson delivery, based on planning from peplanning.org - CPD to be arranged</p>	<p>1. Learning walks from PESSPA lead to address areas. Staff meetings led by PESSPA lead to provide pointers, feedback and tips.</p> <p>2. CPD to be bought from county/education enterprise specific to the needs of the staff.</p> <p>3. Planning and learning walks conducted/checked every term to ensure standards being maintained.</p>	£1500	Learning walks have shown teachers are much more confident in delivering lessons in line with the new planning from peplanning.org.	CPD to be requested for the next academic year so that teachers can begin to move away from reliance of provided PE planning and can start to adjust and add in games of their own choosing to suit the needs of the children and lesson. CPD in Gymnastics, Dance, Striking, invasion and Wall games to be included as part of staff CPD.
Key indicator 4: Broader experience of a range of sports and activities offered to all pupils				Percentage of total allocation:
				37%
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:
<p>1. All children to access either a inter-school festival or represent the school in a league fixture throughout the course of the year.</p> <p>2. More able children to represent the school in level 2 competitions.</p> <p>3. All children to be part of active break and lunchtimes through the OPAL programme</p> <p>3. Children to access active break and lunch times through OPAL and Forest School sessions throughout the year</p> <p>4. North East Dance to run termly after school clubs for Class 1 and 2 children beginning with Bollywood dancing during Autumn 2.</p>	<p>1. New school sport SLA with Education Enterprise to enter all festivals, leagues and school sport competitions that are being run.</p> <p>1. Buses to be provided to ensure entry and participation.</p> <p>2. All Level 2 School Sport competitions to be attended throughout the course of the year.</p> <p>3. OPAL accreditation to be achieved.</p> <p>4. Contact North East Dance and speak to Class 1 and 2 teachers about suitable classes for children.</p>	£6000	Children are heavily involved in a variety of school sport opportunities (festivals, leagues and level 2 events). The opportunity to compete against other schools has led to the school competing for the first time in 3 county finals (Girls Football, Netball and Athletics). Children are very keen to represent the school and now have the tools, skills and belief to believe they can win. All children have the confidence to compete and we are seeing children who would not normally be seen as 'sporty', compete regularly.	To continue as we have this year with the aim of matching this years total of 2 trophies and 3 county finals. Try to encourage more SEN children to compete (sign up to specific school sport multi-skills festivals for children with an SEN.

Key indicator 5: Increased participation in competitive sport				Percentage of total allocation:
				43%
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:
<p>1. Increase the number of children who are able to access competitive sport through Level 2 competitions throughout the year.</p> <p>2. Children to have suitable equipment and kit to access and take part in competitive sport safely, replaced yearly if needed.</p> <p>3. Sport Kings to run breakfast club and provide PPA cover.</p>	<p>1. Buses to be arranged for all competitions in advance of date.</p> <p>2. Kit to be replaced as and when is needed.</p>	£7000	<p>Children have compete and won various Level 2 Events this year (Girls Football, Netball, Athletics (60m and Long Jump). Children have also come second in Badminton. The school has won 2 leagues (Girls Football and Netball) and more children are now competing at a high level.</p>	<p>To continue to take part in Level 2 competitions, continue to increase numbers participating across the different sports (especially children with an SEN). More children taking up our active start through Sport King breakfast clubs, and understanding the importance of activity on their learning, concentration, attainment and happiness.</p>

Signed off by	
Head Teacher:	
Date:	
Subject Leader:	Carl Vincent
Date:	06.07.23
Governor:	
Date:	