

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	£2, 246.23
Total amount allocated for 2020/21 (£18, 102.00 + £2, 246.23)	£20, 348.23
How much (if any) do you intend to carry over from this total fund into 2021/22?	£3, 192.98
Total amount allocated for 2021/22	£17, 750
Total amount of funding for 2021/22. To be spent and reported on by 31st July 2022.	£20, 942.98

Swimming Data

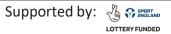
Please report on your Swimming Data below.

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?	67%
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	77%
What percentage of your current Year 6 cohort perform safe self-rescue in different water-based situations?	77%
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













Action Plan and Budget Tracking

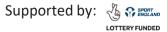
Capture your intended annual spend against the 5 key indicators. Clarify the success criteria and evidence of impact that you intend to measure to evaluate for pupils today and for the future.

Academic Year: 2021/22	Total fund allocated:	Date Updated	:	
Key indicator 1: The engagement of <u>a</u>			fficers guidelines recommend that	Percentage of total allocation:
primary school pupils undertake at le	ast 30 minutes of physical activity a c	lay in school		17%
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:
support engagement in regular physical activity for children. To introduce playground activities/ physical challenges for children to	staff as well as sports coaches A sports coach continued to lead	£3, 625	All pupils had opportunities to attend extra-curricular sports clubs across the academic year. They were able to engage with multiskills, dodgeball, basketball, football, tag rugby, cricket, golf, Quadkids, dance, rounders, hockey, netball. These clubs were well attended throughout the academic year. 87% of KS2 children attended at least one extra-curricular sports club during the academic year. KS1 extra-curricular sporting opportunities were also increased this year to include additional football and cricket opportunities as well as a multi-skills club, dance & basketball.	challenges (across the wider federation) to engage children and promote further physical activity.
			Girls' football was also very well	













			attended during the autumn term.	
Key indicator 2: The profile of PESSPA	being raised across the school as a to	ool for whole sch	ool improvement	Percentage of total allocation: 17%
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:
	Money budgeted for general PE resources.	£3, 517	PE and sporting opportunities continue to be well resourced to support high quality practice across school.	As investment in new fitness resource 'Fit for Life' is a recent development (June 2022)- support and monitor the implementation of this throughout the upcoming
health & fitness element that supports the school vision in terms of facing	Continuation of health & fitness lessons as part of PE and PSHE. Investment in new 'Fit for Life' resource as part of PE lessons.		Weekly fitness lessons ensure that PE provides a pathway for children to work towards and achieve the school vision.	autumn term. Consider buying in additional CPD (if required). Meet early in autumn term with x 5 pupils that scored below 3 in
review of the Sport Premium strategy is shared and monitored by governors. Assess and track children's mental health	Sport Premium monitored and reviewed as part of governor meeting agendas. Use of the Leuven scale to assess and support children's mental health and		Governors are aware of key expenditure and areas of development within PE & sport. Whole school Leuven scale (i.e. teacher assessing children on a 1-5 scale on their involvement and well-	involvement and/or wellbeing in the Leuven scale. Consider what can we do in terms of PE and sport to support these pupils.
	wellbeing.		being and tracking and supporting them) assessment data shows the following: Pupil's achieving a grade 3+ and above for involvement and	













	wellbeing continues to be high:	
	Most recent assessments (summer 2022) show:	
	Involvement = 98% Wellbeing = 99%	

Implementation our actions to linked to your	Funding	Impact	40%
our actions to		·	
	Funding		
linked to your		Evidence of impact: what do	Sustainability and suggested
	allocated:	pupils now know and what	next steps:
		can they now do? What has	
		changed?:	
		C	Continue studies in DE hot
emium membersnip	£8, 318		Continue strong practice in PE but consider ways of making further
uitoring of PF lessons			improvements (e.g. use of new
intorning of the icosonis			resources, CPD events etc,
I CPD based on		<u> </u>	developing staff).
tcomes		Improved confidence in teaching staff	, , ,
		with delivery of key skills in PE	Highlight children working below
a's coach mentor role for		through our more robust assessment	to teaching staff- monitor their PE
PE		, , , , , , , , , , , , , , , , , , , ,	provision. What can be done to help make progress?
ricket in PE (YCBA)		Monitoring of PE showed that sports	
			Identify weaker areas of staff
			subject knowledge and provide
-		1	appropriate support/ CPD
i EYFS)		_	opportunities.
		without sport coach support.	
		Where PE was not good CPD was	
cuium Stanuaru.		<u> </u>	
	emium membership nitoring of PE lessons d CPD based on ntcomes d's coach mentor role for PE ricket in PE (YCBA) plete PE resource to ing & learning n EYFS) p up swimming for Y6 nave not achieved culum standard.	emium membership £8, 318 aitoring of PE lessons £ CPD based on atcomes £'s coach mentor role for PE cricket in PE (YCBA) plete PE resource to ing & learning at EYFS) p up swimming for Y6 have not achieved	can they now do? What has changed?: Emium membership £8, 318 Summer term data 89% at expected level + 22% working above ECPD based on Improved confidence in teaching staff with delivery of key skills in PE through our more robust assessment system and mentoring support. Wonitoring of PE showed that sports coaches were making a significant impact on PE delivery- a lot of outstanding teaching and learning was observed. This was also having an impact on staff when teaching without sport coach support.













Key indicator 4: Broader experience o	f a range of sports and activities offe	ered to all pupils		Percentage of total allocation:
				6%
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:
Additional achievements: To provide a broader range of sporting activities for children to engage with beyond those provided within the National Curriculum for PE. To engage in an intra-school, inter-school & House competitions in a wide range of sports & activities.	Leeming & Londonderry and Pickhill schools. Introduce a range of sporting opportunities beyond the national curriculum for PE. Compete in an 'intraschool' Federation competition for sport's	£1, 213	All children have had access to a range of new and different sporting opportunities to help engage them further with these activities. Some of these include: Quidditch Bench ball Ultimate Frisbee Quadkids challenges Playground challenges Bowling Parachute games French boules T-ball	Continue to provide and further develop this opportunity to broaden children's experiences of sport beyond the National Curriculum.
	Allocate leadership and management time required for preparation.		All children have had the opportunity to take part in an intra-school competition.	













Key indicator 5: Increased participation	n in competitive sport			Percentage of total allocation:
				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 allocated:	Evidence of impact: what do pupils now know and what can they now do? What has changed?:	Sustainability and suggested next steps:
As inter-school competitions begin to resume throughout the academic year-engage in the vast majority of these again and ensure all children have an	Engage in the Richmond School SLA for all sporting competitions and	£4, 270	100% of children, from EYFS to Y6 have now taken part in competitive sport this academic year through competitions organised by the Richmond School SLA and also the inter-school sports day as part of our own school federation.	Continue to engage in the vast majority of inter-school competitions and ensure all children have an opportunity to represent a team and attend a competition during their time at school.
	Try to get 100% engagement in interschool competitions (including virtual). Regularly promote external sport's providers in the local area that work closely with the school (e.g. Richmond Town FC, ML sport & fitness, Future Generation Sports etc.)		The school has achieved gold award in the most recent school games mark application – July 2022. All children are made aware of local sport providers that they are able to engage with through promotion by and support from the school. These are shared regularly on our social	
	Regularly promote external sport's providers in the local area that work closely with the school (e.g. Richmond Town FC, ML sport & fitness, Future		mark application – July 2022. All children are made aware of local sport providers that they are able to engage with through promotion by	

Signed off by	
Executive Head Teacher:	Mr.M. White
Date:	21/07/2022
Subject Leader:	The state of the s
created by:	Physical Active Partnerships Partnerships Supported by: Su





Date:	20/07/2022
Governor:	Voir Reed
Date:	27/07/2022











