

## Evidencing the impact of the Primary PE and sport premium

Website Reporting Tool
Revised October 2020

## Commissioned by

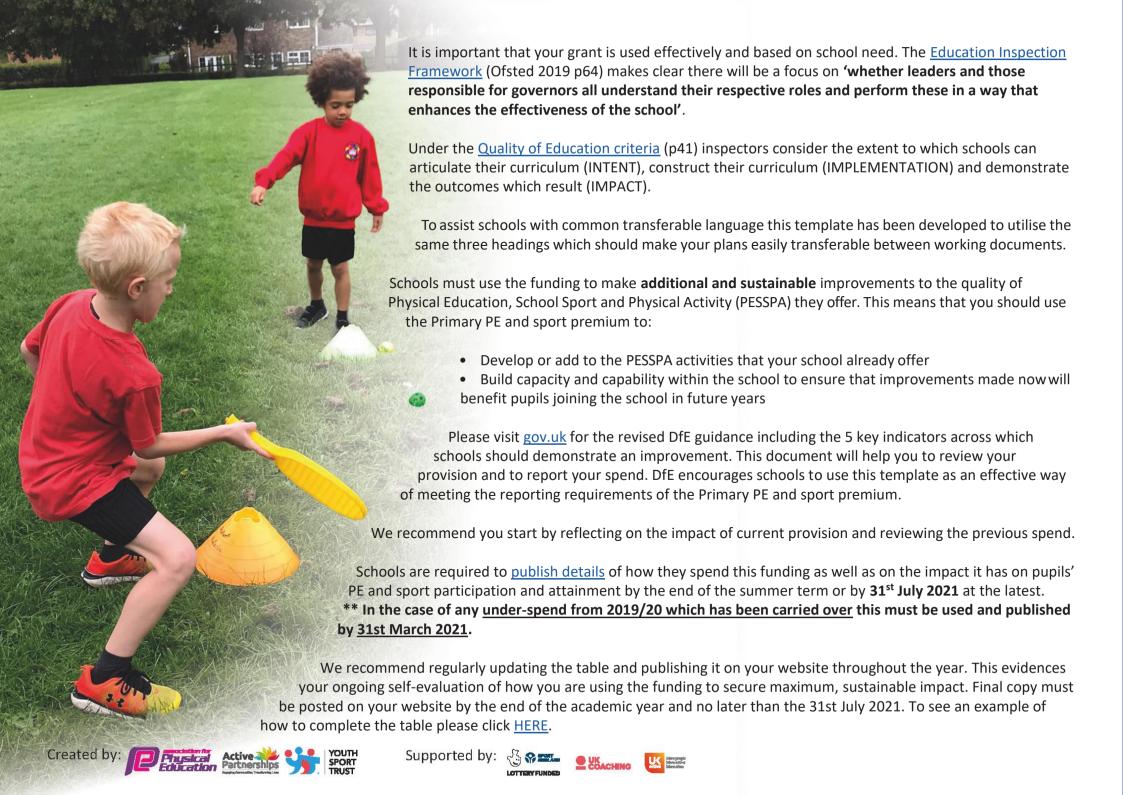


Department for Education

## **Created by**







Support for review and reflection - considering the 5 key indicators from DfE, what development needs are a priority for your setting and your pupils now and why? Use the space below to reflect on previous spend and key achievements and areas for development.

Please note: Although there has been considerable disruption in 2020 it is important that you publish details on your website of how you spend the funding - this is a legal requirement.

N.B. In this section you should refer to any adjustments you might have made due to Covid-19 and how these will influence further improvement.

Key achievements to date until July 2020:	Areas for further improvement and baseline evidence of need:
<ul> <li>Entry into regular competitive sport- PAT Games and School Games competitions.</li> <li>A range of after school clubs offered to children.</li> <li>Staff PE hoody introduced.</li> <li>Staff member attending the level 5 PE Qualification course.</li> </ul>	<ul> <li>Ensure teaching of PE is of a high standard and that staff confidence is being demonstrated throughout PE lessons.</li> <li>Increase the amount of active learning across the curriculum.</li> </ul>

Did you carry forward an underspend from 2019-20 academic year into the current academic year?

YES/NO \* Delete as applicable

If YES you must complete the following section

If NO, the following section is not applicable to you













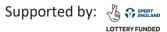
If any funding from the academic year 2019/20 has been carried over you MUST complete the following section. Any carried over funding MUST be spent by 31 March 2021.

Academic Year: September 2020 to March 2021	Total fund carried over: £572	Date Updated:		
What Key indicator(s) are you going	g to focus on?		•	Total Carry Over Funding:
				£572
Intent	Implemen	tation	Impact	
Your school focus should be clear how you want to impact on your pupils.	Make sure your actions to achieve are linked to your intentions:	Carry over funding allocated:	Evidence of impact: How can you measure the impact on your pupils; you may have focussed on the difference that PE, SS & PA have made to pupils re-engagement with school. What has changed?:	Sustainability and suggested next steps and how does this link with the key indicators on which you are focussing this academic year?:













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.			
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.	60%		
What percentage of your current Year 6 cohort use a range of strokes effectively [for example, front crawl, backstroke and breaststroke]?	55%		
What percentage of your current Year 6 cohort perform safe self-rescue in different water-based situations?	20%		
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**

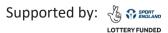
Capture your intended annual spend against the 5 key indicators. Clarify the success criteria and evidence of impact that you intend to measure to evaluate for pupils today and for the future.

Academic Year: 2020/21	Total fund allocated: £18,030	Date Updated:	12/7/2020	
<b>Key indicator 1:</b> The engagement of primary school pupils undertake at le	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:
Organising exciting sessions for children who are less engaged with active lifestyles by increasing purposeful, active provision during lunch time and break time periods, across all phases.	Two play workers support pupils during play at lunchtime. One for KS1 and one for KS2.	£5044	Children engaged in a range of sporting activities. Reduced incidents of poor behaviour at lunchtime  Trained staff engaging children in purposeful play activities.	CPD for any lunchtime play workers to help them encourage students to achieve their 30 mins of active minutes across the school day.
Increase participation of more girls in PESSPA.	Use of 'Girls Active . Stepping up for change programme'. 5 girls will become 'GALS' (Girls active leaders) to promote and facilitate Girls being physically active in school.	membership)	More girls taking a more purposeful role in PESSPA throughout the school environment- more physically and mentally happy children.	The GALS are encouraged to come up with and implement ideas to increase participation for girls in school.
Key indicator 2: The profile of PESSPA being raised across the school as a tool for whole school improvement				Percentage of total allocation:
				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	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:
who are teaching PE are wearing The Rookeries PE top.	'	£701	Staff are role models to students-PE, and school sport is viewed as for everyone. By staff ensuring they are wearing PE kit, this encourages the children to ensure they are wearing their school PE kit.	
	Ensure children have got tops and shorts to represent their school in competitions.	£300	pride and belonging when wearing the school sports kit.	Developing an improvement in PE kit for students. This then becomes part of the uniform and raises standards in PE.
To encourage pupils to develop a love of sport and physical activity.	Ensure the school equipment is regularly reviewed updated and kept in good condition and pupils know how to use it. This can be used in lessons, play times and after school clubs.	£114.60	and small balls to enhance PE lessons have been ordered. This should ensure that even when two classes are doing PE at the	Review this each term and speak to staff to see if there is any equipment that needs replacing or adding to the current store cupboard of PE equipment.











Key indicator 3: Increased confidence	, knowledge and skills of all staff in t	teaching PE and	sport	Percentage of total allocation:
				41%
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:
PAT PE, School Sport and Well Being coordinator.	Children will follow a PAT wide PE planning and cover the same sports throughout the year in line with the other schools. This will be a broad and balanced curriculum and prepare children from the competitions that are planned for the academic year. We will also have staff receiving regular CPD in teaching and learning of certain areas within PE with Kate Wood. PE lead to meet with other PAT PE leads virtually to ensure consistency and sharing of ideas throughout academic year		By working with Kate Wood, staff confidence will greatly improve. This will help teacher's organisational skills, confidence in ability to teach the skills and ensure the children are gaining the best possible PE curriculum.  Subject leader gaining level 5 AfPE qualification has developed knowledge and understanding of PE curriculum and teaching and learning in PE to roll out to whole school.	Kate to work with any staff who would benefit from the CPD sessions. Different sports may have different confidence levels and this is something to take into account over the year.
Use Youth Sport Trust to increase Knowledge and understanding through CPD and also be up to date of new policies, schemes etc.	Identify new activities and programmes that the YST are running and see if they would benefit our pupils.  Where possible, engage with any virtual CPD sessions that are available through the YST.	£210	Students have more opportunities to access physical activity across the school day and also a greater focus on their well being.	Pupil voice to be carried out at the end of autumn 2 to see their attitudes to PESSPA.  Attend/ have in house CPD from YST in regards to increasing PA in schools (COVID dependent)













Daily mile to become part of standard practice across school to develop the fitness and resilience of all pupils.	Timetable set up in Spring Term		All classes are participating in the daily mile, the majority of pupils have improved their times during competitions at least once in the academic year.	students that can run a mile- particularly focussing on low
Key indicator 4: Broader experience o	f a range of sports and activities offe	ered to all pupils		Percentage of total allocation:
				0%
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:
PE curriculum to ensure pupils are offered a rich and varied curriculum across school.	<ul> <li>Staff audit during autumn term to assess knowledge and skills.</li> <li>Get Set for PE to be used across all year groups.</li> </ul>		All classes using Get Set for PE	Introduction of alternative extra curricular activities that may not be covered in curriculum time. i.e. archery.













Key indicator 5: Increased participation	on in competitive sport			Percentage of total allocation:
	1		1	0%
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:
Participation in intra school events providing an opportunity for as many children as possibly to engage in competitive activities.	Ensure all pupils have opportunities to compete in interhouse events in bubbles if required.	£0	Inter school competition held for cross country where pupils competed in class bubbles- this will take place half termly. This allows students to improve their fitness, have an experience of competitive sport against other people and also improve on their own personal best.	Pupil voice to identify other sports which could be completed during current restrictions.  Conduct a school sport week for all pupils using bubbles if required.
Contribution to central fund for recruitment of PE specialist to plan / arrange competitive sporting events through the Trust.	Attend all PAT Games and School Games events. (COVID dependent) Liaise with other PAT schools regarding additional events.	(See previous)	Students have the opportunity to compete against other schools for performance i.e. football and rugby. There are opportunities for students to take part in less competitive activities such as multi skills and also events tailored to SEND students.	qualify for more school games













Signed off by	
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Date:	9.7.21
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Date:	9.7.21
Governor:	
Date:	











