



Evidencing the impact of the Primary PE and sport premium

Action Plan and Evidence Reporting Tool 2021-2022



Commissioned by



Department
for Education

Created by



It is important that your grant is used effectively and based on school need. The [Education Inspection Framework](#) 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 [Quality of Education](#) 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 [gov.uk](https://www.gov.uk) for the revised DfE guidance 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. DfE encourages 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 [publish details](#) 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.**



Details with regard to funding

Please complete the table below.

Total amount carried over from 2019/20	£4270
Total amount allocated for 2020/21	£16,840 + £4270
Total amount carried over from 2020/21	£0
Total amount allocated for 2021/22	£16,820
How much (if any) do you intend to carry over from this total fund into 2022/23?	£0
Total amount of funding for 2021/22. To be spent and reported on by 31st July 2022.	£16,820 +£955 School Budget Total £1775

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:		Date Updated:	
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: 36% £5990
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:		Evidence of impact: what do pupils now know and what can they now do? What has changed?:	
Ensure all pupils have access to a range of physical activities during play and lunchtimes.		<ul style="list-style-type: none">Liaise with JR to run a range of sports activities at lunchtimes on a Wednesday and work alongside a school member of staff to enable them to continue throughout the week.Identify pupils at risk of low activity level to take part in 30 minute lunchtime sports provision.Audit and replenish resources for active play at lunchtime and break times and new markings for active games.		£1330 £2660 MDS £2000 All pupils have had access to the following physical activities over the year: <ul style="list-style-type: none">FootballBasketballBall skillsTeam GamesSinging games Pupils readily engage in adult led games. They are physical and active for sustained periods of time. Pupils now initiate their own games based on newly taught games. Equipment replenished and used purposefully to promote physical activity.	
Key indicator 2: The profile of PESSPA being raised across the school as a tool for whole school improvement					Percentage of total allocation: 0.2% £50
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:
Develop pupil awareness of sport and sporting achievements within school each week supporting pupil aspirations as well as the profile of sport. High quality PE lessons are delivered during curriculum time.	Sports Person of the week awarded a trophy and certificate that they can take home for a week and return. Pupils have the opportunity to share external sporting achievements in termly sports celebration assembly as well as on social media. Monitoring of teaching and feedback supports professional growth.	£50	This was impacted by COVID however in the summer term four sports team were introduced and sport celebrated through weekly golden assembly. Pupils shared in weekly assembly. Promoted profile of sport outside of school.	To be re-introduced in September 2022.

Key indicator 3: Increased confidence, knowledge and skills of all staff in teaching PE and sport				Percentage of total allocation:
				% £5825
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:
To provide opportunities for class teachers to collaborate with subject specialists as CPD opportunities – multi skills, Tennis and Dance	Sports Coach (JR) to deliver multi skills sessions for Reception teaching staff to develop knowledge and confidence in teaching early sport skills. Tennis Sports coach to deliver tennis skills alongside Year 2 teaching staff to develop knowledge and confidence in teaching tennis. (Autumn/Spring) Dance Teacher to deliver dance skills alongside Year 1 teaching staff to	£3,325 £1750	Staff have developed skills in delivering a range of age-appropriate activities to support pupils to develop early PE skills. 93.9% pupils achieved ELG in Gross motor and 87.8% in fine motor. Staff confidence grown in teaching tennis and pupils have shown increased engagement. Due to COVID unavailable in Autumn	Staff to deliver in Autumn Term independently Re-look at training new staff members.

	develop knowledge and confidence in teaching dance. (Autumn)	£700	term.	
	PE subject leader/Sports Coach to undertake observations to review teacher confidence and ability.		Teachers demonstrated increased confidence in teaching basic skills.	
Key indicator 4: Broader experience of a range of sports and activities offered to all pupils				Percentage of total allocation:
				35% £5860
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:
To provide a broader range of physically active experiences to pupils following COVID-19.	<p>Liaise with sports providers and staff to deliver the following clubs:</p> <p>Football (weekly)</p> <p>Tennis (weekly)</p> <p>Forest School (weekly) X2</p> <p>Focus -mental health and wellbeing</p> <p>Wellbeing (weekly) 12 Weeks Autumn Term</p> <p>Multi-Skills (weekly) 12 Weeks</p> <p>Ascertain pupils who are less likely to be physically active and encourage to attend provision.</p> <p>Audit and purchase new equipment to support physical activity.</p>	<p>£1330</p> <p>£1710</p> <p>£2280</p> <p>£180</p> <p>£360</p>	<p>Pupil attended clubs which were full.</p> <p>Pupils developed skills in each discipline.</p> <p>Pupils maintaining an active lifestyle following covid.</p>	Explore overall costs and future sustainability.

Key indicator 5: Increased participation in competitive sport				Percentage of total allocation:
				%
Intent	Implementation		Impact	0.005% £100
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:
Provide opportunities for all children to challenge themselves through both intra and inter school sport where the children's motivation, competence and confidence are at the centre of the competition and the focus is on the process rather than the outcome. Enter external events to give pupils the opportunity to compete against other schools	SL and whole school staff to introduce a new house team system where sports personalities are heading the team name. Children will be allocated to a team. Liaise with local first schools and setup a range of inter school sports festivals.	£100	All children allocated a team and learnt about the sports person and discipline. Teams are Rutherford, Asher-Smith, Simmonds and Rashford. Children able to provide key facts about sports people. Due the impact of COVID-19 cross school sports festivals did not take place.	Develop local PE leader termly liaison group.

Signed off by		Evaluation signed off by	
Head Teacher:	Mr K Hopkins	Headteacher:	Mr K Hopkins
Date:	21.09.21	Date:	25.07.22
Subject Leader:	Mr K Hopkins	Subject Leader	Mr K Hopkins
Date:	21.09.21	Date:	25.07.22
Governor:	FGB Meeting	Governor:	FGB Meeting
Date:	21.09.21	Date:	09.22