

Evidencing the impact of the Primary PE and sport premium

Website Reporting Tool

Revised July 2021

Commissioned by



Department
for Education

Created by



YOUTH
SPORT
TRUST



Details with regard to funding

Please complete the table below.

Total amount carried over from 2019/20	£0.00
Total amount allocated for 2020/21	£16,212
How much (if any) do you intend to carry over from this total fund into 2021/22?	£0.00
Total amount allocated for 2021/22	£16,129
Total amount of funding for 2021/22. To be spent and reported on by 31st July 2022.	£16,129

Swimming Data

Please report on your Swimming Data below.

<p>Meeting national curriculum requirements for swimming and water safety.</p> <p>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.</p> <p>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</p>	
<p>What percentage of your current Year 6 cohort swim competently, confidently and proficiently over a distance of at least 25 metres?</p> <p>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 2021.</p> <p>Please see note above</p>	100%
<p>What percentage of your current Year 6 cohort use a range of strokes effectively [for example, front crawl, backstroke and breaststroke]?</p> <p>Please see note above</p>	66%
<p>What percentage of your current Year 6 cohort perform safe self-rescue in different water-based situations?</p>	100%
<p>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?</p>	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:	Date Updated:		
<p>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</p>				<p>Percentage of total allocation:</p> <p>17%</p>
Intent	Implementation		Impact	
<p>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:</p>	<p>Make sure your actions to achieve are linked to your intentions:</p>	<p>Funding allocated :</p>	<p>Evidence of impact: what do pupils now know and what can they now do? What has changed?:</p>	<p>Sustainability and suggested next steps:</p>
<p>ALL children to access high quality PE lessons, engage in regular physical activity, weekly yoga and child led activities on a weekly/daily basis.</p>	<p>PE coach employed to lead sessions and engage staff.</p> <p>Class 3 pupils assigned the role of setting daily physical challenges for all pupils (e.g. 20 squats).</p> <p>School Games Makers to run daily activities for the KS1 pupils.</p> <p>Years 2 – 6 to take part in a weekly run (this is set to increase over time).</p> <p>Staff lead physical activities/games during break times.</p>	<p>£2,925 (PE coach)</p>	<p>Chn now demonstrate excellent skills in a number of sports/activities (including gymnastics, yoga, athletics, team games and dance).</p> <p>Pupils engage well, enjoy PE and have a positive attitude.</p> <p>All pupils have excellent core strength and balance as a result of weekly yoga lessons.</p> <p>The vast majority of pupils in Years 2 – 6 are able to run for 1km.</p> <p>Pupils in Years 4,5 and 6 are confident leaders of PE games and activities. They are able to set age appropriate challenges on a weekly basis.</p>	<p>Children in Years 4 and 5 were also trained in leadership so that we have a succession plan when Year 6 leave.</p> <p>Further PE funding allocations will enable us to continue to employ our PE coach.</p> <p>Rec and Year 1 pupils will begin to join in with our run.</p>

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Key indicator 2: The profile of PESSPA being raised across the school as a tool for whole school improvement			Percentage of total allocation:
			16%
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?:
<p>To ensure that ALL children are aware of the importance of a healthy body and a healthy mind and that they have a positive attitude towards physical activity.</p> <p>Ensure that there are maximum opportunities for physical play during break and lunch times.</p>	<p>Expose all pupils to healthy mind and healthy body lessons.</p> <p>Teach the art of mindfulness, focus and positive mental attitude during weekly yoga.</p> <p>Offer funded places at additional VIP Lunchtime Clubs for children who do not attend any extra-curricular PE clubs.</p> <p>Ensure that there is an inclusive ethos in place relating to sport (i.e. all pupils who want to play netball can be in the team)</p> <p>Introduce 'Loose Parts' equipment (tyres, pipes, boxes, building blocks) for all pupils to access during break and lunch to encourage active play.</p> <p>Improve outdoor facilities which are available to the children (new AstroTurf and Congo Net).</p>	<p>£2,740 (yoga tuition and extra funded clubs)</p>	<p>Pupils are now more able to look after their mental health and they know that physical exercise helps with this.</p> <p>KS2 children work on a weekly affirmation during their yoga session to help with their mental health (I am kindness, I am love, I am enough).</p> <p>VIP attendees have formed new friendships and developed an improved level of confidence linked to their physical ability.</p> <p>All levels of ability and age are invited to join team clubs if they wish – this has had a tremendously positive impact on a number of children who struggle academically but have found a talent in a particular sport or children whom have previously been excluded due to a disability.</p> <p>Instead of pupils wandering around potentially 'being bored' during unstructured times of the day ALL pupils are now engaged in physical activity – rolling tyres, building dens, creating runways, skipping, throwing and catching – this has increased opportunities to participate.</p>
			Sustainability and suggested next steps:

Key indicator 3: Increased confidence, knowledge and skills of all staff in teaching PE and sport				Percentage of total allocation: 7%
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:
In order for the positive ethos/attitude towards PESSPA to be truly embedded across the school then all teaching staff must engage with it too and be consistent role models. All teaching staff to be aware of what is being taught in all areas of PESSPA even if they are not directly delivering the sessions.	Allocated staff to attend weekly Forest School sessions to develop their understanding of the skills and ethos. All staff to be positive role models in this area of the curriculum. Staff to attend, and where possible to take part in, the weekly yoga sessions. Where possible staff are encouraged to take part in the daily challenges set by Class 3 pupils and the weekly run. Staff to cascade the positive attitude towards PE throughout the week so that language used is consistent. Each member of teaching staff to be responsible for a different area of PE so that ownership of accountability is distributed. Organisation, curriculum objectives and teaching of PE to be	£1,100 (additional hours, training, cluster meetings)	At least 2 members of staff are now able to lead FS groups on a weekly basis in order to support the FS lead. Many staff choose to take part in yoga, runs and daily challenges, thus they are being excellent role models to our pupils and they are also being pro active in their engagement with PE and our whole school ethos. PE planning and delivery is discussed on a weekly basis – the PE coach and FS lead feeds back to all staff. Staff meetings allocate time to ascertain whole school targets, whole school organisation, discussions around individuals and any other issues which arise.	Next year there will be more opportunities for class teachers to observe their pupils taking part in their PE lessons. An additional staff member will be joining the Forest School and PE sessions from September – this will improve communication between the PE coach and the school staff.

	addressed at Staff Meetings			
Key indicator 4: Broader experience of a range of sports and activities offered to all pupils				Percentage of total allocation: 57%
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:
Expose all children to as many different types of physical activity as possible so that children can discover the ones which they excel at and so that they understand physical activity does not have to be competitive.	<p>Offer funded places for all pupils at a range of active After School Clubs (including kickboxing, karate, circuits, core strength, multi-sports).</p> <p>Invite a range of professional coaches into the school to deliver sessions to the pupils – Martial Arts, Cricket, Football, Yoga, and Dance.</p> <p>Offer Forest School sessions for all pupils on a weekly basis.</p> <p>Work alongside the local outdoor centre to develop a skills-based curriculum in outdoor pursuits. All children will access one half day per half term. Children will work</p>	<p>£1,170 (clubs)</p> <p>£2,925 (Forest School leaders)</p> <p>£4,925 (White Hall instructors)</p>	<p>Pupils who may not have ordinarily been interested in karate, cricket or yoga have found they are naturally talented in this field – some even taking this activity up out of school! This has formed great links with out of school clubs.</p> <p>Forest School sessions have supported pupils in their understanding of the mental health benefits of connecting with the outdoors and being physically active and respectful in/to nature. Through their sessions the children have learnt a multitude of skills, including how to care for their school environment, how to climb trees safely, how to collect fire wood, how to light a fire and use an array of tools and how to read and use a map.</p> <p>The outdoor pursuits sessions are still</p>	<p>We plan to continue with all of these programmes as they have proven to be really successful.</p> <p>White Hall instructors are really excited to embark on this journey with us as it is a new request for them too so we look forward to seeing how it maps out over time.</p>

	<p>towards awards and badges. Instructors will build relationships with pupils. Activities to include – indoor/outdoor climbing, orienteering, bushcraft, canoeing, caving, mountain biking, ropes courses and more.</p>		<p>relatively new (Jan 22) but are working really well. They encourage children to step out of their comfort zone, try new things (with their friends and with trained leaders), visit different places in our locality, develop their confidence and also as we go regularly it enables the children to have another opportunity to try something which they may not have been brave enough to try the first time.</p> <p>Instructors are building up excellent relationships with children. Children are discovering amazing skills which they didn't know they had.</p>	
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Key indicator 5: Increased participation in competitive sport				Percentage of total allocation:
				5%
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:
All pupils who wish to will have the opportunity to play their chosen sport competitively when the opportunity arises – this will develop their confidence and enhance their skills and experiences.	<p>Arrange opportunities for our Football Team to play in matches and tournaments.</p> <p>Arrange opportunities for our Netball Team to play with other schools.</p> <p>Work alongside other headteachers to arrange tournaments for other sports in our network of schools.</p> <p>Where possible, and numbers of pupils allow/funding allows for the coach hire we will take part in the Macclesfield Partnership activities.</p> <p>All pupils to take part in a competitive Sports Days – children will work in their houses.</p>	£800 (transport)	<p>Our Football Team have thrived and even gone on to win the trophy at the Small School Football Tournament.</p> <p>Our Netball Team have worked so hard to prepared for their matches and have thrived – these opportunities have really equipped them with skills and confidence to take this on to their next setting/year group.</p> <p>KS1 thoroughly enjoyed taking part in the Multiskills Festival and again had the opportunity to try new activities.</p>	<p>The Small School Network have agreed that next year each of the 4 schools will host a tournament – the children will help to decide which activities we schedule.</p> <p>Various sporting teams will continue to practice and prepare.</p>

Signed off by	
Head Teacher:	Alicia Bellshaw
Date:	July 2022
Subject Leader:	Alicia Bellshaw
Date:	July 2022
Governor:	Annette Scott
Date:	July 2022