

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



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 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.**

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 [HERE](#).

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Details with regard to funding

Please complete the table below.

Total amount carried over from 2019/20	£ 1500
Total amount allocated for 2020/21	£ 17810 + £1500
How much (if any) do you intend to carry over from this total fund into 2021/22?	£ 0
Total amount allocated for 2021/22	£ 17952
Total amount of funding for 2021/22. To be spent and reported on by 31st July 2022.	£ 17952

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 2020.</p> <p>Please see note above</p>	96.3%
<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>	96.3%
<p>What percentage of your current Year 6 cohort perform safe self-rescue in different water-based situations?</p>	92.6%
<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>	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: £17952		Date Updated: October 2021		
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: 25%	
Intent	Implementation		Impact	Sustainability and suggested next steps:		
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?		
<ol style="list-style-type: none"> To enable the children to be active at lunchtimes by providing a good range of equipment for use and ensuring support staff are appropriately trained to support activities. We will also enable our children to lead activities and to support those children struggling to engage. To ensure that all pupils at Gaddesby receive up to 2 hours of high-quality inclusive PE lessons each week. Cycling proficiency to be accessed by children in Year 6. 	<ol style="list-style-type: none"> Purchase sports equipment for breaktime and lunchtime use including new goals, balls, skipping ropes and a range of other equipment. Ensure access to training for lunchtime support All classes time tables allow for a full two-hour PE delivery each week. Enable the children to ride their bikes safely and with good road safety knowledge. 		£4500	<ol style="list-style-type: none"> Pupils are now more engaged in physical activity and feel encouraged to be active throughout their morning and lunchtime breaks. Children show a clear enjoyment of the PE curriculum on offer. Children are enthusiastic and PE is very well engaged with by all pupils. Children more confident when riding their bikes. An increase in students owning 		<ol style="list-style-type: none"> Ensure equipment is looked after and well managed. Ensure that moving forward we continue to take children's views on what equipment they feel they would like to help them keep active. Year 6 leaders and lunchtime staff will train year 5 children year on year to ensure sustainability. Pupil questionnaire to seek opinions of pupils around PE on offer. Continue to work with Bikeability to encourage children to learn to ride

<p>4. After school clubs and provision</p> <p>5. All children to undertake at least 30 minutes of physical activity each day, in addition to their 2weekly PE sessions.</p>	<p>Encourage children to cycle more frequently.</p> <p>4. Give all children the opportunity to join clubs and activities.</p> <p>5. A range of activities provided for our children to be involved in at lunchtimes, some to be led by school staff. Children making use of the playground equipment, the outdoor gym, the Daily Mile track, the putting green, and the extensive grounds available to them.</p>		<p>and using their own bike.</p> <p>4. Track the number of children across the age ranges that attend the out of hours clubs.</p> <p>5. Children are more active and engaged in physical activity during break times and lunchtimes. Fewer incidents in the playground due to a variety of activities to keep children focussed and engaged.</p>	<p>safely.</p> <p>4. Continue to encourage children to attend after school clubs. Keep organizing many and varied clubs, competitions and activities. Introduce a spreadsheet database recording attendance with breakdown of: SEND, G&T, PP, gender.</p> <p>5. Introduce a competitive element to lunchtime activities and extend lunchtime clubs further. Lunchtime supervisors to be supported in delivering activities and games with the children during the lunch hour.</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:
31%

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>1. Clear notices displayed on notice boards giving details of sporting internal and external activities. Extra notice board for sports activities and events.</p>	<p>1. Keeping children and parents informed of various sporting activities. Giving children the opportunity to see what is on offer within school and from local sports facilities.</p>	<p>£5500</p>	<p>1. Allowing children, the opportunity to attend clubs and activities and to be aware of when they are taking place</p>	<p>1. Raised profile of sporting activities we offer, and keep children and parents fully informed.</p>

<p>2. Sporting achievement certificates regularly presented in assemblies</p> <p>3. Newsletters</p> <p>4. For pupils to be healthy and active, taking part in physical activity and aspiring to compete at the highest level</p>	<p>2. Encourage children to celebrate the certificates and medals they achieve.</p> <p>3. A monthly newsletter goes out to all parents, with a section dedicated to the achievements made in PE. .</p> <p>4. Healthy Eating week; Aspirations Week; Sport Relief Week; Extensive Extra-Curricular activities available and shared with parents on notice boards and through Parent Mail on a weekly basis; Sports Days...</p>		<p>2. Pupils take pride in receiving certificates</p> <p>3. Parents and children have a greater understanding of what is happening in school and a higher perceived importance of PE</p> <p>4. Increased participation in extra-curricular activities, positive feedback from parents regarding last year's Sports Days, enhanced knowledge of the importance of eating healthily, robust systems in place for communicating with parents</p>	<p>2. Continue to celebrate the children's achievements and motivate others.</p> <p>3. Continue to celebrate the wonderful work that we are offering here at Gaddesby Primary.</p> <p>4. To broaden the range of activities available to children after school, by introducing a new external provider with the ability to organise and facilitate 'niche' sports clubs</p>
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Key indicator 3: Increased confidence, knowledge and skills of all staff in teaching PE and sport				Percentage of total allocation:
				22%
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. To increase participation in a wide variety of sports for a wide range of pupils.</p> <p>2. Swimming - Health and safety</p>	<p>1. To join our local SSPAN and our local secondary schools' sports networks.</p> <p>2. Staff to engage in and support</p>	£4000	<p>1. Staff and children attending SSPAN organized activities and events. PE team are well informed about events and changes with PE school sport in general.</p> <p>2. Swimming File made</p>	<p>1. Continued CPD. Continue to buy into Leicester SSPAN offer.</p> <p>2. Staff supported to be</p>

awareness and up-skilling of staff.	the delivery of swimming.		available for staff to read. Risk Assessments provided for staff files.	confident with the organizational and functional arrangements of swimming.
3. To continue to improve standards of teaching and learning in PE across the whole school.	3. To ensure a range of equipment available to use for PE lesson, and in sufficient quantities. PE Co-ordinator to attend Leicester/Leicestershire PE conference.		3. Ensuring equipment and apparatus is readily available to assist in the delivery of the PE lesson, and thus maximise active lesson time	3. Monitoring of PE lessons by SLT and PE lead.

Key indicator 4: Broader experience of a range of sports and activities offered to all pupils Percentage of total allocation:
11%

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. A broad, balanced and varied PE curriculum, delivered by an extensive PE team, which offers a variety of sports and activities to all pupils. 2. A variety of lunchtime and after school clubs are offered to our children: Football, Gymnastics, Just Dance, Basketball, Cricket, Kwik Cricket, Athletics, Rounders, Netball, Hockey, Cross Country, Balls Skills, Multi- 	<ol style="list-style-type: none"> 1. The continued provision of a wide range of activities both within and outside the curriculum in order to increase the pupils' fitness and involvement. 2. To engage children in extracurricular activities in order to further develop skills and improve levels of physical activity. 	£1950	<ol style="list-style-type: none"> 1. Children have had the opportunity to engage in a wide range of skills to further enhance their knowledge and understanding of sport, fitness and health. 2. Evidence of a good take-up of all clubs. Children learning new skills in fun learning activities. 	<ol style="list-style-type: none"> 1. To continue to offer a diverse curriculum. Teachers and children being exposed to new ideas for future use. 2. Continue to include and encourage children to be involved in lunchtime and after school clubs and to track attendance/progress. Look to offer more new and exciting clubs in the future. Continue to use and fund expertise through outside

<p>Skills, tennis Dodgeball, Archery, Tri Golf, and Fencing.</p> <p>3. Development of the following activities within the curriculum to give a broader range of activities available: Dance, Pilates, Fitness , Rugby and Tennis.</p> <p>4. Development of basketball and tennis by using outside providers to enhance skills. activities.</p>	<p>3. Including these skills in the planned PE programme across all age ranges.</p> <p>4. Working with KS2 children to enhance ball skill and control.</p>		<p>3. Children across all year groups given the opportunity to take part in a range of different activities.</p> <p>4. Children are much more confident and enthusiastic with their abilities</p>	<p>providers.</p> <p>3. Introduce more opportunities for KS1 children in order to enhance skills at an earlier age</p> <p>4. Continue to make use of outside providers</p>
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Key indicator 5: Increased participation in competitive sport				Percentage of total allocation:
				11%
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"> Boys and Girls Football training and league competitions. Cross country/Athletics training and events. Cricket – Hard ball training and league competition. Kwik cricket training and tournament event. Year 5/6 boys and girls to take part in Dodgeball training and tournament event. Sports Days in Foundation Stage KS1 and KS2 	<ol style="list-style-type: none"> Developing key skills and competing in both boys and girls football tournaments during autumn and spring terms. Teams of boys and girls from Years 4, 5 and 6 develop key skills and compete against other schools in athletic events, including cross country. Developing key skills and competing in hard ball cricket leagues and also a Kwik cricket tournament during the summer term. Developing key skills and competing in a tournament against other school during the Spring term. Once a year involvement of all children in our school to develop sporting values and to have an enjoyable experience of participating in physical activities. 	£2000	<ol style="list-style-type: none"> Uptake of children wanting to come to football practice sessions and be involved in competitions. Gaining confidence and experience from competing against other schools. Teamwork and pride in representing their school against other schools. Teamwork and pride in representing their school against other schools. Children competing individually and as a part of their classes in a fun, competitive and exciting environment, creating a feeling of morale and team spirit. 	<ol style="list-style-type: none"> Increase of children wanting to join out of hours clubs across the curriculum. To continue to enter competitions/events in years to come. To continue to take part in the various cricket leagues and competitions available to us. To continue to take part in the Dodgeball competitions, when available to us. Continue to organize competitive Sports Days, gathering feedback from staff, children and parents.

Signed off by	
Head Teacher:	Mr Leigh Fox
Date:	31.08.2021
Subject Leader:	Mrs Fiona Dewick
Date:	31.08.2021
Governor:	Neal Ruparelia
Date:	31.10.21