

# Evidencing the impact of the Primary PE and sport premium

Website Reporting Tool
Revised July 2021

Oakwell Rise

# 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 2021/2022, 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	£0
Total amount allocated for 2020/21	£17900
How much (if any) do you intend to carry over from this total fund into 2021/22?	£0
Total amount allocated for 2021/22	£20077
Total amount of funding for 2021/22. To be spent and reported on by 31st July 2022.	£17740

## **Swimming Data**

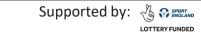
Please report on your Swimming Data below.

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?	71.5%
<b>N.B.</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. 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	28.5%
What percentage of your current Year 6 cohort perform safe self-rescue in different water-based situations?	19%
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: 2021/22	Total fund allocated: £17740 (+£2337 from school budget)	Date Updated: July 2022		
<b>Key indicator 1:</b> 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: 23%
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: £4623	Evidence of impact: what do pupils now know and what can they now do? What has changed?:	Sustainability and suggested next steps:
Continue to ensure all classes receive 2 hours of quality physical education per week, including FS1 and FS2.	· · · · · · · · · · · · · · · · · · ·	PE Equipment: £ 4623	Children engaged and enjoying physical activity and sport.  PE and sport being delivered more	Continue to develop and plan staff CPD which is quality and effective linked to the planning, delivery of sessions and technical aspects for
The Daily Mile to be introduced to the whole school. Continue to implement learning breaks with the use of Go	learning areas by getting active for that time.		effectively and confidently by school staff and external sports coaches.	
Noodle / Cosmic Yoga etc.  Develop active opportunities for daily physical activity for self-challenge.	Offering interactive sports and activity sessions outside of PE curriculum returning to physical activity afterschool clubs for each phase		Evidence: Pupil voice / teacher voice PE timetable Planning and yearly cycle of activities	Offer more activities at playtimes and lunchtimes – linked to the TA CPD sessions run.
Develop of outdoor areas including equipment for play time / lunch time active sessions and EYFS for moving and handling goals.	Opportunities such as: climbing frames, bikes, scooters, balls and equipment and structured games during break and lunch time		Play time and lunch time provision	Offer a wider variety of sports such as lacrosse and to participate in other recognised sporting events like zorb football and esports.













<b>Key indicator 2:</b> The profile of PESSPA	being raised across the school as a to	ool for whole sch	ool improvement	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: £1146	Evidence of impact: what do pupils now know and what can they now do? What has changed?:	Sustainability and suggested next steps:
Entering more competitions beyond the BPP and celebrating success in assemblies, newsletters, social media.		Transport to competitions: £ 204  Online PE subscription: £ 192  Sports Day equipment,	Children scouted for external sporting teams once grassroots recommences (e.g. Trials for Barnsley Boys)  EVIDENCE: Competitions entered	Create online sporting blogs Invite other schools outside of the partnership to compete in extracurricular sporting events  Develop the partnership with Grassroots Sports Academy  Develop our partnership with Diddikicks  Gain Healthier Futures Barnsley accreditation
Further development of the link between PE, PHSE and science. Making the entire curriculum more physically active. Introduction of Daily Sports Challenges in classroom and in class to cater for all learners	join up discussing positive mental health and implementation of physical activity to support.			













<b>Key indicator 3:</b> Increased confidence	, knowledge and skills of all staff in t	teaching PE and s	sport	Percentage of total allocation
				52%
Intent	Intent Implementation		Impact	
Your school focus should be clear what you want the pupils to know	Make sure your actions to achieve are linked to your	Funding allocated: £10508	Evidence of impact: what do pupils now know and what	Sustainability and suggested next steps:
and be able to do and about what they need to learn and to consolidate through practice:	intentions:		can they now do? What has changed?:	
Continue to provide quality CPD delivered by PE specialists within school to all teaching and support staff.	Staff meetings (including virtual) and PE CPD Programme – offer of slot in Trust inset day.	Clubs: £ 1760	PE.	PE observations and learning wa by PE Leader.
Sports coaches to work with class teachers to support CPD to build capacity and capability to ensure improvements	Whole school timetable for PE, including half termly CPD slots for support of teaching.	Sports Coaches: £ 8748	Staff have now been delivering at least one slot of PE per week for the last 2 years.	Look at joint observations with Head of School and Head of PE Partnership BPP
are sustainable	Coach will work alongside the teachers to deliver lessons for CPD		Offering wider range of disciplines and high quality PE being delivered	Increase engagement of staff in PE
Learning walks completed by PE lead to continue to offer support and confidence for the delivery and teaching of PE.  Wider network of staff to gain sports qualifications to introduce further activities into the curriculum.	Network meetings each half term to discuss profile of PE within school and partnership to support and develop.  Joint planning meeting to share and develop best practice		Evidence: Staff feedback during CPD sessions, CPD Session each half term, planning and two year cycles, INSET training day slots.	Continue the development of extra-curricular sports clubs with teachers leading
	Utilise ALDI / Sainsbury's / Team Activ / Yorkshire Sport / Grassroots Sports Academy / Lawn Tennis Association / inclusive teaching support tool box.			
Key indicator 4: Broader experience o	f a range of sports and activities offe	ered to all pupils		Percentage of total allocation
				9%













Intent	Implementation		Impact	
Your school focus should be clear	Make sure your actions to	Funding	Evidence of impact: what do	Sustainability and suggested
what you want the pupils to know	achieve are linked to your	allocated: £1800	pupils now know and what	next steps:
and be able to do and about	intentions:		can they now do? What has	
what they need to learn and to			changed?:	
consolidate through practice:				
Additional achievements:	Identify key performers within	Scooter/Bikes:	Children experience working with	Look at Sports Leaders
	different disciplines to create an	£900	The state of the s	accreditation for all year groups.
Build further inter-sporting links between	interschool or interschool team to		a different school.	
BPP to introduce existing situations /	compete against each other.	GreenMan		Continue with CPD programme to
experiences.	Aim to encourage wider network of	Learning: £ 900	•	identify any areas for
	children in competition.	Learning. L 500	different sporting disciplines.	development
Maintain and develop further	Curriculum based tournaments and			
opportunities for different experiences in	wider opportunities for clubs :		Children given opportunities to try	
curriculum	KS1 /2 trampolining		something new (including virtual	
	Lacrosse		events).	
Continue to engage ALL children,	Lawn tennis			
including girls, SEND, EAL.	Table tennis		Increase confidence in all children in	
including girls, SEIVE, EAE.	Has of MOD Down and Devail value to		sport and competitions.	
Scooter / bikes – break and lunch times	Use of MOD Party and Pupil voice to find out children's wishes and views			
offered to all key stages for children.	on competitions and extracurricular		Evidence:	
offered to all key stages for children.	activities.		Number of competitions entered.	
Faces LIKC2 in alternative energing	activities.		Number of children who have	
Engage UKS2 in alternative sporting	Virtual tournaments and further		competed for school.	
activities: zorb football, colour runs, e-	opportunities for dance, gymnastics,		Number of children who compete in	
sports	athletics.		the intra school.	
Wellbeing warriors and creating link to			Number of self-competitions offered.	
physical activity and wellness.	All pupils to take part in sports day.			
	Y6 Residential			
	YHA Ravenstor trip for UKS2 for			
	orienteering .			













Key indicator 5: Increased participation	on in competitive sport			Percentage of total allocation:
				10%
Intent	Implementation		Impact	
Your school focus should be clear	Make sure your actions to	Funding	Evidence of impact: what do	Sustainability and suggested
what you want the pupils to know	achieve are linked to your	allocated: £2000	pupils now know and what	next steps:
and be able to do and about what they need to learn and to consolidate through practice:	intentions:		can they now do? What has changed?:	
Continue to maintain and increase entry into local competitions, festivals, events	Working alongside and engaging with School Games / Activ+ / Sport	Competition Equipment:	Number of competitions entered	Push to create a wider network of relationships with other schools
linked with the School Games (including virtual events)	Yorkshire / Grassroots Sports Academy / Lawn Tennis Association to		Engagement in self competition	within our trust and other trusts.
	,	Rewards: £ 1000	Number of children from each year	Enter a wider range of
High level of focus on extra-curricular	competitions to all children including		group engaged in competition.	competitions out of the BPP.
activities linked with physical activity and	virtual.	Whole School		
sport.		Events		
	Map out competitions for the year	Equipment:		
Opportunities for competition against self, school and wider communities	including virtual events.	£ 500		
(including virtual)	Whole school Santa Dash, whole school Locke Park Active Day, Whole			
Links with a wider network of external clubs and coaching to support children	school Sports day			
moving into the next level of sport.	Top trumps trips and house point competitions linked to inter school competition.			
	Daily fitness challenge offered virtually linked with Google Classroom and Face book.			

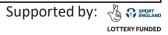
Signed off by

Jessica Jenkins Head Teacher:













Date:	June 2022
Subject Leader:	Victoria Sharpe
Date:	June 2022
Governor:	M.Sanderson
Date:	June 2022











