

Evidencing the impact of the Primary PE and sport premium

Website Reporting Tool
Revised July 2021

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.

Pleasevisitgov.uk for the revised Df Eguidance including the 5 keyindicators across which schools should demonstrate an improvement. This document will help you to review your provision and to report your spend. Df Eencour ages 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 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.**

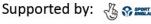
We recommend regularly updating the table and publishing it on your website throughout the year. This evidences your ongoing self-evaluation of how you are using the funding to secure maximum, sustainable impact. Final copy must be posted on your website by the end of the academic year and no later than the 31st July 2021. To see an example of how to complete the table please click HERE.

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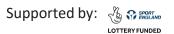
Details with regard to funding

Please complete the table below.

Total amount carried over from 2019/20	£0
Total amount allocated for 2020/21	£16950
How much (if any) do you intend to carry over from this total fund into 2021/22?	£7044
Total amount allocated for 2021/22	£23643
Total amount of funding for 2021/22. To be spent and reported on by 31st July 2022.	£23477











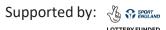
Action Plan and Budget Tracking

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				
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:
Athletes in Motion for developing PE Curriculum Skills. These kills are shared with teachers in KS1. Children master basic movements, develop balance, agility and coordination as per National Curriculum for KS1 Children begin to apply these basic movements in a range of activities	KS1 have opportunity to develop basic movements, balance, agility and coordination as per NC for KS1. Each class 45mins per week on skills and strengthening. Teacher to observe and participate to build own skills. Another 45 minutes with the class teacher on different areas of the PE Curriculum; Gymnastics, Games, Skills based games.		Consistency in high quality teaching and a developing teacher's subject knowledge and improving the skills of the children. Providing a rich, varied and inclusive PE curriculum promoting wellbeing and increasing agility of pupils against their own progress. Giving all pupils a range of opportunities to be physically active and understand how physical activity can help them to adopt a healthy, active lifestyle.	Children to continue to receive high quality lessons through Athletes in Motion. Follow-up sessions continued for teachers to teach skills they have learnt from Specialist teacher. Children to have two 45 PE sessions timetabled per week.
To improve levels of physical activity gross and fine motor skills in the EYFS beyond timetabled PE slots	Purchase of equipment to encourage physical activity during playtimes and lunchtimes. (Monkey bars)	£ 3000 EYFS £5000 KS1	Having equipment freely available during lunchtimes and break times provides children opportunity to self-select, build on what they have learnt and be fully engaged in physical activities during these times. Children really enjoy having a variety of equipment out. Consider other equipment that could be	Ensure that all teachers/TAs are making sure appropriate equipment available at these times. Consider other equipment that could be added to for maximum participation and enjoyment.









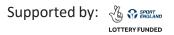


			added to for maximum participation and enjoyment.	
Increased access to resources in EYFS area to increase the physical development particularly gross motor skills and coordination.	Purchase of large scale wheeled toys and resources to increase gross motor skills, problem solving and team work	£1500	Pupils are now able to access a greater variety of toys and resources to increase physical development on a regular basis throughout the day.	•
Key indicator 2: The profile of PESSP/	A being raised across the school as a to	ool for whole sch	ool improvement	
Key indicator 2: The profile of PESSPA	A being raised across the school as a to Implementation	ool for whole sch	ool improvement Impact	
	T	Funding allocated:	· T	Sustainability and suggested next steps:

Key indicator 3: Increased confidence, knowledge and skills of all staff in teaching PE and sport			
Implementation		lmnact	
implementation		ППрасс	
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	Sustainability and suggested next steps:
a	chieve are linked to your	Make sure your actions to Funding chieve are linked to your allocated:	Make sure your actions to chieve are linked to your











consolidate through practice:				
teachers in KS1. To enable staff to confidently teach these areas without relying on expertise of a coach. Children master agility, coordination, movements and balance by following the Programmes of Study in the National Curriculum for KS1. Children begin to apply these basic movements in a range	PE Specialist, Laurence Clark has been teaching sessions to each class on a Tuesday morning. He has supported class teachers with skills progression and development of control and coordination skill. Sports sessions were continued remotely via videos during lockdown periods and live for those children accessing our key worker provision.		developing teacher's subject knowledge and improving the skills of the children. Providing a rich, varied and inclusive PE curriculum and giving all pupils a range of opportunities to be physically active and understand how physical activity can help them to adopt a healthy, active lifestyle.	been timetabled within the same
Key indicator 4: Broader experience o	f a range of sports and activities offe	red to all pupils		
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:
Additional achievements: To improve the range of sporting	A greater range of sports available for all children to access and collaborate through wellbeing sessions on Friday afternoons.		physical development activities as part of their physical, mental and emotional wellbeing across all year groups. This has a greater impact on collaboration between	This is sustainable utilising the Sports Premium funding each week. Build in the children's views on what sporting activities are offered each half term to feed in to the planning aspect.











Key indicator 5: Increased participation	on in competitive sport			
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:
Membership to HASSP (Haddenham Area School Sports partnership) for inter school competition	Membership still happened but due to COVID no inter school activity was able to take place.	£ 300	No impact due to COVID	Plans for rejuvenating HASSP activity as more outside activity can take place

Signed off by	
Head Teacher:	JEH
Date:	July 2021
Subject Leader:	Steth
Date:	July 2021
Governor:	Scott Smith
Date:	July 2021









