

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 **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.

 $Please visit \underline{gov.uk} for the revised Df Eguidance including the 5 key indicators across which schools should demonstrate an improvement. This document will help you to review your provision and to report your spend. Df Een courages schools to use this template as an effective way of meeting the reporting requirements of the Primary PE and sport premium. \\$

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 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	£17,090
How much (if any) do you intend to carry over from this total fund into 2021/22?	£0
Total amount allocated for 2021/22	£16,990
Total amount of funding for 2021/22. To be spent and reported on by 31st July 2022.	£16,990

Swimming Data

Please report on your Swimming Data below.

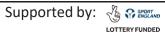
Meeting national curriculum requirements for swimming and water safety.	The children in Year 4 have 10 weeks of swimming and receive a certificate
N.B. Complete this section to your best ability. For example, you might have practised safe self-rescue techniques on dry land which you can then transfer 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	for the metres they have managed to swim.
What percentage of your current Year 6 cohort swim competently, confidently, and proficiently over a distance of at least 25 metres? 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. Please see note above	% NA
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	% NA
What percentage of your current Year 6 cohort perform safe self-rescue in different water-based situations?	% NA
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?	No















Total fund allocated: Academic Year: 2020/21 **Date Updated:** Percentage of total allocation: Key indicator 1: The engagement of all 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 60% **Implementation Impact** Intent Your school focus should be clear what Make sure your actions to achieveare Evidence of impact: what do Sustainability and suggested **Funding** you want the pupils to knowand be *linked to your intentions:* allocated: pupils now know and what can next steps: able to do and about they now do? What has chanaed? what they need to learn and to consolidate through practice: The impact will be to maintain This PE package is sustainable. Through the challenges of Covid PE lessons £7,000 for the progress that we have It is embedded into the continue to promote 2 hours of 2 x 15 mins PE breaks built into membership of high-quality PE lessons together already made through Covid curriculum and alongside the the timetable WSSP with the 30 mins of physical WSSP to support staff to ensure including Windsor Sports Partnership exercise daily. To make PE and high quality PE takes place in 1x Children with positive package and the lessons that the teachers take with the Sports enjoyable and motivational 1-hour blocks. attitudes £1,500 for children. PE breaks (and daily mile) 2x 15 Teachers' lessons with 1 x 1-Good understanding of swimming mins challenges + WU&SU to hours block on a similar PE healthy lifestyles lessons Each teacher monitors the better engage the children in the Pupil concentration in class theme. children progress in this area learning process in the classroom. Changing for PE and the Leadership opportunities and and the PE lead assesses whole Continue to educate the children meditation/yoga sessions linked positive role models £500 for school initiatives. This ensures in the value and benefits of a to this will also continue where Healthy competition visitors to that the subject continues to healthy lifestyle through PSHE, possible. Children enjoying being inspire the move forward year on year. Science, DT and cooking, Visitors to talk about healthy active. children lunchtime breaks and in general. options to the children. Use of whole school The PE passport is a register of Relaunch playtime buddies who • Lunchtime staff to set up active improvements and pupil pupil's participation in al support active lunchtimes and games to encourage children to voice to drive improvements. £500 for PE sporting activities and can help the lunchtime controllers. participate in high energy Including extra-curricular break resources provide valuable data. Continue to support all Year 4 to activities. clubs' uptake from least have swimming lessons and to • Y4 pupils to support 'wake up active children. introduce Year 3 and shake up' with music. Pupil voice and assessment of attendance helps feed into whole school planning / improvements.













Key indicator 2: The profile of PESSPA being raised across the school as a tool for whole school improvement			Percentage of total allocation: 25%	
Intent	Implementation		Impact	
Your school focus should be clear what you want the pupils to knowand be able to do and about what they need to learn and to consolidate through practice:	Make sure your actions to achieveare 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:
 Holistic approach to PE and Sport to develop attitudes in the personal, emotional wellbeing, Literacy & Maths (Active learn), Science (Healthy Heroes) and fine & gross motor skills. The use of 6 x inter-competitions based around our houses every term to embed healthy competition with the Year 4 Sports leaders' skills. To continue to invite visitors from athletes, events, assemblies etc will raise the profile of the subject. Events advertised on the website, in the newsletter, on the boards etc to ensure high levels of communication. Different approaches towards discussions relating to health and wellbeing especially using male role models through WSSP. Variety of clubs which involve parental choice. May Fun Run, Sports Relief etc which involves parents and staff. 	 sport and PE are embedded into school practice. Tournaments outside school (once the Covid restrictions are lifted) Regular whole school PE tournaments based on themes in school. WSSP support this process. Participate in high profile events such as Sport Aid and initiatives which offer equipment or invite an athlete into school to raise profile of the subject. 	£4,500 for administrative staff to organise events, plan tournaments, attend PLT meetings and organises clubs.	 The high profile of PE highlights its importance to children to be lifelong healthy and active pupils. PE aims in the Curriculum vision document shared with staff and governors. Relevant quality & Sports Mark Olympic and commonwealth values are brought to life through inter-school tournaments Leadership skills of Year 4 pupils to be able to manage the children in their houses. PSHE, RSE or SMSC where many sporting values such as sportsmanship are explored. Enjoyment and fulfilment of personal improvements and personal targets. Importance of good role models. 	Review the impact of PE and sports to see what is working well and what (of these initiatives) we need to move forward using pupil voice, data and monitoring our successes. Action plan for the next 3 years. Monitor the PE curriculum to see where further improvements can be made to our curriculum.











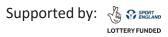


Key indicator 3: Increased confidence,	, knowledge, and skills of all staff in t	teaching PE and s	sport	Percentage of total allocation:
				12%
Intent	Implementation		Impact	
Your school focus should be clear	Make sure your actions to	Funding	Evidence of impact: what do	Sustainability and suggested
what you want the pupils to know and be able to do and about what they need to learn and to consolidate through practice:	intentions:	allocated:	pupils now know and what can they now do? What has changed?	next steps: This is part of the continual
 Review holistic curriculum which spirals, supports mastery and ties all subjects. To raise the quality of teaching even further in PE by ensuring that all staff have either top-up training across the whole range of PE areas through WSSP including observing teacher's lesson. To have lesson observations to monitor staff effectiveness and confidence. To introduce the scheme "Active learn' & Active 8 which is a range of activities to do during an English and Maths lesson through physical activities. For the teachers to have a secure knowledge of pupil attainment. For the teachers to target children who have mastered skills or have specific talent and signpost further experiences to enhance our provision. Questionnaire to ascertain pupil voice together with staff survey. 	 of staff have the full training sessions. Appoint a new PE lead teacher to attend the PLT meetings. To observe PE lessons across the school To start a PE survey to view pupils' opinions for activities inside and outside the school day. To train and then monitor the introduction of the 'Active 	£2,000 for cover for staff training in the classroom	 More confident staff that are happy to take on a range of sporting activities in their lessons evidenced through a variety of benchmarks Attain Gold through Sainsbury Sporting Award. Sharing of best practice with WSSP Evaluate the curriculum alongside the rest of the school's subjects. Particularly assess the areas of inclusivity and the participation levels in PE and extra-curricular activities. More all-girls activities in gender typical sports. 	This is part of the continual professional development of the whole school. Suggested next steps will be informed by the review this year. To move our provision to the next step and used sporting facilities in the area to signpost talent. To develop life skills for teachers and pupils alike.











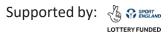


	ratange of sports and activities one	ered to all pupils		Percentage of total allocation:
				As above and 3%
Intent	Implementation		Impact	
Your school focus should be clear what you want the pupils to know and be able to do and about what they need to learn and to consolidate through practice: Additional achievements: To provide a wide range of extra- curricular sporting opportunities for all pupils through inter-school competitions, intra-school competitions increases choice of extra- curricular activities house competitions PE events	 Make sure your actions to achieve are linked to your intentions: Use our Pupil PE Passport to record their achievements and award certifications and link to other visual initiatives. Add to our portfolio with karate, golf, archery etc 	£300 for new equipment for playtimes and breaks	 Impact Evidence of impact: what do pupils now know and what can they now do? What has changed? There will be a high-quality sporting or physical activity on every afternoon after school for a specific key stage. Engaged and proactive pupils Enhances provision that excites the vast majority of children. Increased pupil awareness of sporting or PE activities outside school. To see improved attainment in school and better behaviour for learning. Evidence of pupil attendance and participation through pupil passport data. 	Sustainability and suggested next steps: To carefully select providers to support the school inside and outside the school day. We have systems in place to ensure that this situation can continue in the future. To look at activities for the younger children e.g. EYFS Pupil passport and initiatives to be embedded in everyday practice













Key indicator 5: Increased participatio	n in competitive sport			Percentage of total allocation:
				% As above
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:
 Provide activities for children to challenge themselves on a daily basis such as the daily mile to increase motivation, competency and confidence. Increased participation in competitive sport by engaging with other specific twinned schools including virtual house points or tournament. Consider the issues of transport to other venues and how we can use our school location for local school's competitions. Use our WSSP coaches to help facilitate a whole school tournament on their last Friday in school. To support SEND and vulnerable pupils with "Active Me!' sessions provided by WSSP. Increase range of activities such as archery, golf to meet all needs including vulnerable, girls, SEND 	school but regarding extra- curricular activities and activity at hoe use the school's data from the PE passport to inform us of the areas where pupils are not participating as much. Review the practices in school to ensure that all children participate in sport through aftermath of Covid. Work on a timetable to ensure that all pupils participate in as many extra-curricular activities as possible. Facilitate the 'Active Me' sessions' Talk with other school leaders and WSP about the probability of virtual games sessions where we compete against	£2,500	 100% attendance of sports inside the school 100% of attendance in tournaments outside the school 75% of pupils active for 30 minutes after school and 70% attendance in extra curricular activities. See the Pupil PE Passport up and running with the Government recommended activities ticked off at the back of the learning log. Achieve the Sainsbury Active Award 'Gold' To attend 4-6 tournaments out of school and to have prepared for these events within the school's curriculum. To have 6 x intra-school tournaments and to build these into our 'house system' 	













Signed off by	
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Date:	February 2022
Subject Leader:	Isobel Sebire
Date:	February 2022
Governor:	Quality of Education
Date:	February 2022











