



Evidencing the Impact of Primary PE and Sport Premium

Department for Education Vision for the Primary PE and Sport Premium

ALL pupils leaving primary school physically literate and with the knowledge, skills and motivation necessary to equip them for a healthy, active lifestyle and lifelong participation in physical activity and sport

It is expected that schools will see an improvement against the following 5 key indicators:

1. the engagement of all pupils in regular physical activity – kick-starting healthy active lifestyles
2. the profile of PE and sport being raised across the school as a tool for whole school improvement
3. increased confidence, knowledge and skills of all staff in teaching PE and sport
4. broader experience of a range of sports and activities offered to all pupils
5. increased participation in competitive sport

HOW TO USE THE PRIMARY PE AND SPORT PREMIUM

Schools must use the funding to make additional and sustainable improvements to the quality of PE and sport they offer. This means that you should use the premium to:

- develop or add to the PE and sport activities that your school already offers
- build capacity and capability within the school to ensure that improvements made now will benefit pupils joining the school in future years

For example, you can use your funding to:

- provide staff with professional development, mentoring, training and resources to help them teach PE and sport more effectively
- hire qualified sports coaches to work with teachers to enhance or extend current opportunities
- introduce new sports, dance or other activities to encourage more pupils to take up sport and physical activities
- support and involve the least active children by providing targeted activities, and running or extending school sports and holiday clubs
- enter or run more sport competitions
- partner with other schools to run sports activities and clubs
- increase pupils' participation in the [School Games](#)
- encourage pupils to take on leadership or volunteer roles that support sport and physical activity within the school
- provide additional swimming provision targeted to pupils not able to meet the swimming requirements of the national curriculum
- embed physical activity into the school day through active travel to and from school, active playgrounds and active teaching

You should not use your funding to:

- employ coaches or specialist teachers to cover planning preparation and assessment (PPA) arrangements - these should come out of your core staffing budgets
- teach the minimum requirements of the national curriculum - including those specified for swimming (or, in the case of academies and free schools, to teach your existing PE curriculum)

SECTION 2 – REFLECTION: WHAT HAVE WE ACHIEVED AND WHERE NEXT? 2021/2022

Use the space below to identify what your use of the Primary PE and Sport Premium has been to date, and priorities for the coming year:

Key priorities to date:	Key achievements/What worked well:	Key Learning/What will change next year:
<ul style="list-style-type: none"> • All pupils have access to physical activity both at break time and lunchtime. • Quality of PE teaching improved. Good practice shared. • Increase opportunities for Sports Crew to lead activities. • Children to have access to a diverse range of sports at lunchtime and break time by improving resource provision. • Increase the number of pupils engaged in inter-school and intra-school competition. 	<ul style="list-style-type: none"> • Assessment embedded into teacher practice. • Teaching of PE has improved; monitoring of PE lessons shows impact of CASP coach. • Launching of after school clubs – attendance has been good for sports activity clubs. • New storage has been acquired. • Significant increase in resources for curriculum time. • Significant investment in resources for active lunchtimes. • Swimming has returned. Year 5 went in terms 3 and 4. Year 6 will be going in terms 5 and 6. 	<ul style="list-style-type: none"> • Improve lunchtime activity provision by hiring a coach. • Improve transport options available to the school, to improve access to events. • Volunteer to host more CASP events, to improve access to these events. • Monitor impact of play equipment in playtimes. • Plan and implement opportunities for teachers to share good practice with each other. Peer-to-peer observations.

SECTION 3 – PLANNING YOUR PROVISION AND BUDGET FOR THE COMING YEAR

Academic Year: 2021/2022		Total fund allocated: £19,230					
PE and Sport Premium Key Outcome Indicator	School Focus/ planned <u>Impact on pupils</u>	Actions to Achieve	Planned Funding	Actual Funding spent	Evidence	Actual Impact (following Review) on pupils	Sustainability/ Next Steps
1. the engagement of all pupils in regular physical activity – kick-starting healthy active lifestyles	All pupils have access to physical activity both at break time and lunchtime.	Increase the variety of activities during lunchtimes. Introduce 'Sport Crew' in a play leading role at lunchtimes and break times. 'Daily 5' – five minutes of running at the start of break time. PE Challenges – weekly challenges for the children to beat their personal scores.	£5000 – CASP half-day package £3420 – lunchtime coach package with Dynamic Sports	£5000 – CASP half-day package £2355 – lunchtime coach package was terminated in October due to the company going into liquidation.	Register of attendance at afterschool clubs Monitoring of activity at lunchtimes Staff voice about lunchtime activities – to be used in a formative manner to adapt lunchtimes throughout the year.	See Appendix 3: participation in clubs. We have increased spending on playtime-specific resources so that the children are able to access a wider range of activities in playtimes. See Appendix 5: staff voice regarding lunchtime play. Staff have been given an iPad on the playground so that they can instantly reward good behaviour. The school has invested in new resources so a wider range of activities can be accessed on the playground.	Staff voice raised staffing issues at lunchtimes, so the school should prioritise finding a high-quality lunchtime coach.
2. the profile of PE and sport being raised across the school as a tool for whole school improvement	Quality of PE teaching improved. Good practice shared. Embed celebrations and teams from 2021. SIP point 3.2: Children given regular opportunities to develop key skills and to improve their independence through the reintroduction of school 'jobs'.	Identify personal development and support needs for individual teachers and prioritise. Improve celebration of pupils achievement Increased opportunities for Sports Crew to lead events.	£5843 – leadership time	£4869 – leadership time	Improved teachers confidence in PE and Sport Monitoring Assessment and Feedback Traffic Lighting of LTP to gauge teacher's confidence.	Wall of fame display outside headteacher's office to celebrate achievements outside of school. PE display in the hall used to celebrate events and club participation. Sports Crew-led events were celebrated in whole-school assembly, with the sports crew awarding certificates.	Decrease CASP engagement next year. Prioritise funding towards a lunchtime coach. Create opportunities for teachers to share good practise in particular curriculum topics.

<p>3. increased confidence, knowledge and skills of all staff in teaching PE and sport</p>	<p>Quality of PE teaching improved.</p> <p>SIP point 4.2 Lead teachers to have an impact on the quality of education within the school.</p>	<p>Introduce new formative assessment tracking model in term 4.</p> <p>Embed the school's formative assessment model to impact planning and progression between topics in PE.</p> <p>Initial traffic-lighted LTP used to deploy additional coach support.</p>	<p>£5000 – CASP half-day package</p>	<p>£5000 – CASP half-day package</p>	<p>Traffic Lighted LTPs at the start and end of the academic year.</p> <p>Monitoring of lessons</p> <p>Monitoring of data gathered three times a year.</p> <p>Discussion of data with teachers and how it will impact their planning.</p>	<p>See Appendices 1 and 2 for how coach-led sessions have improved teacher confidence.</p> <p>Data gathered at the end of term 2 and 4 showed an increase in children moving and being active in lessons. 25% of children are always able to show the skills they have learnt or are showing mastery.</p> <p>Monitoring carried out by T.Parkin and N.Gillett in term 3 showed an increase in teacher capability.</p>	<p>Decrease CASP engagement next year. Prioritise funding towards a lunchtime coach.</p> <p>Create opportunities for teachers to share good practise in particular curriculum topics.</p>
<p>4. broader experience of a range of sports and activities offered to all pupils</p>	<p>Children to have access to a diverse range of sports at lunchtime and break time.</p> <p>SIP point 3.3 To promote equality of opportunity and diversity effectively.</p>	<p>Wider range of sports and activities offered both in class and through clubs.</p> <p>Increase budget for resources to broaden opportunity.</p> <p>Develop children's respect for school property to better maintain existing resources.</p> <p>Wider range of school groups accessing extra-curricular sports events (KS1, KS2, Safari, etc).</p>	<p>£2000 - resources</p>	<p>£2892 – equipment</p> <p>£1828 – new storage shed</p>	<p>Monitoring of activity at lunchtimes</p> <p>Monitoring of break time activity.</p> <p>Pupil voice about lunchtime activities – to be used in a formative manner to adapt lunchtimes throughout the year.</p> <p>Assemblies on new sports and respecting resources.</p>	<p>See appendix 3 for participation in clubs, and a list of the range of activities offered by the school.</p> <p>The loss of the lunch coach impacted the range of lunch playtime activities. New resources have been purchased, and a rota has been created so that children have access to quality activities.</p> <p>See appendix 4 for participation in sporting events.</p>	<p>Decrease CASP engagement next year. Prioritise funding towards a lunchtime coach to deliver high-quality, structured team games.</p>
<p>5. Increased participation in competitive sport</p>	<p>Increase the number of pupils engaged in inter-school and intra-school competition.</p>	<p>Track participation in extra-curricular sports (clubs and competitions).</p> <p>Closer involvement with CASP.</p>	<p>£5843 – leadership time</p>	<p>£4869 – leadership time</p>	<p>Register of pupil attendance.</p> <p>Pupil match reports</p> <p>Taking teams to events targeted at SEN/NYC groups</p>	<p>See appendix 4 – attendance at sports events. 8 events attended already this year. 60 children have attended inter-school events, and the entire school has participated in intra-school events.</p>	<p>Prioritise funding for transport so that the school can access events further afield.</p> <p>Volunteer to host CASP events.</p>

Completed by: Mr Parkin

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