

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.

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

We recommend you start by reflecting on the impact of current provision and reviewing the previous spend.

Schools are required to <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.**

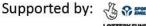
We recommend regularly updating the table and publishing it on your website throughout the year. This evidences your ongoing self-evaluation of how you are using the funding to secure maximum, sustainable impact. Final copy must be posted on your website by the end of the academic year and no later than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

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Details with regard to funding

Please complete the table below.

Total amount carried over from 2019/20	£2700
Total amount allocated for 2020/21	£17940
How much (if any) do you intend to carry over from this total fund into 2021/22?	£2700
Total amount allocated for 2021/22	£17963
Total amount of funding for 2021/22. To be spent and reported on by 31st July 2022.	£20663

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? 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	93%
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	83%
What percentage of your current Year 6 cohort perform safe self-rescue in different water-based situations?	83%
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













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:	al 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			Percentage of total allocation: 28%	
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:
Use outdoor areas for learning opportunities throughout the school day	Subject lead to speak to staff to consider outside opportunities for a range of lessons and suggest ways to complete this.	£5721.49	Staff have find some opportunities to complete learning outside, children have greater engagement with lessons.	Encourage staff to increase opportunities of learning outside Train new playground leaders,
Have more active breaks throughout the day to increase children's daily activity.	Subject lead to speak to staff regarding possible ways to have active breaks or increase more active lessons.		Swimming lessons have restarted and children have increased confidence in the water. PE curriculum reviewed and	
Monitor the weekly mile on a half-termly basis	Weekly mile run at various times each week. Stagger the distance run to increase stamina and performance Record the times on a half-termly basis to ensure times are improving – subject lead to offer help as needed for those classes not improving.		adapted to ensure that there is a range of sports and skills are taught and are progressive. Youth Activators have been used at lunchtimes during 2 terms. These have targeted all age ranges and have engaged a variety of children in different	increasing levels of activity. Train children on how to treat and use a range of playground equipment. Provide a range of game ideas. Children become more confident in playing/trying new games.
Weekly PE lessons with a range of sports offered throughout the year	Ensure curriculum plan is progressive and a range of sports are		games. Playground leaders were trained via NOSSP staff and used with	Remind all children about bike/scooter safety













Range of activities and equipment offered at playtime to encourage a range of physical activity.	offered throughout the school Plan games and activities around the playground markings and climbing frame across the school. Use of the sound system to encourage Zumba and dance. New playground activities/equipment.		KS1 children to increase children's activity at lunchtimes. Sound system used throughout the morning, playtimes and lunchtimes to increase wellbeing and activity. New bike shelter brought to be near the KS1 playground to encourage KS1 to travel to school by bike/scooter.	
Key indicator 2: The profile of PESSPA	A being raised across the school as a to	ool for whole sch	ool improvement	Percentage of total allocation: 48%
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:
Improve staff confidence in teaching of PE, and consistent delivery of high quality PE lessons	The use of North Oxford School Sports Association (NOSSP) based in Banbury as an expert resource Use NOSSP staff to help with lesson planning and teacher performance standards.	£9900	Staff feeling more confident in teaching and contributing to PE lessons and planning confidence. Teachers feeling confident to deliver blocks of lessons, following guidance from mentor, subject lead. Children benefitting from high quality P.E. lessons, in an in-depth curriculum. This has	Continue with NOSSP, ensuring all staff have opportunities to work with NOSSP staff

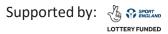
Key indicator 3: Increased confidence, knowledge and skills of all staff in teaching PE and sport

Percentage of total allocation: 7%













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:
CPD for PE coordinator to better support staff and provide more opportunities for the children in school CPD for all teachers: Enrolment with North Oxford School Sports Association. Up skilling all staff with planning, teaching and assessing. In school training from PE coordinator for teaching staff	Class based help Regular meetings with the NOSSP staff Relevant courses to up skill PE coordinator Planning sessions Class based help ½ to 1 day a week. Use 'Get Set 4 PE' to help with teachers planning and confidence. Book courses for staff as relevant. Staff meetings lead by the PE lead	£1375 plus indicator 2 spending	1 **	ensuring all staff have access to opportunities Continue accessing a range of training opportunities, highlight potential training for
Key indicator 4: Broader experience of a range of sports and activities offered to all pupils		Percentage of total allocation: 8%		
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 Created by: Active Created by: Active Physical Education	Make sure your actions to achieve are linked to your intentions: Supported by:	Funding allocated:	Evidence of impact: what do pupils now know and what can they now do? What has changed?:	Sustainability and suggested next steps:

consolidate through practice:				
Board range of sports across the	Plan a broad sports curriculum	£1630	After school clubs have restarted,	Access a larger range of
school day through lessons, Golden	which covers a wide range of	£103U		afterschool clubs, consider
times and after-school clubs.	activities and skills.		changed every long term. Premium	booking local sports clubs to
			Enrichment running an after sports	help provide this provision.
After-school clubs provided by school	Plan a timetable of after-school		club after school; including	
staff and external providers.	clubs which includes a broader		archery and fencing.	Seek opportunities for sports
NOSSP staff to run sports during our	range of sports for children across			opportunities throughout the
Golden time on a Friday to offer a	the school.		Outside sports people coming in to	
large range of sports	Book external providers as needed		1 1	Education or Oxford United
	for after-school clubs, stager		children including Premium	
Offer a range equipment at playtime	opportunities for children across			Increase sporting options
and lunchtimes.	the school.		Cricket	during golden times
Forces with intercel	O ' ' ' ' II C NOGGD		NOGGD G. CC 1 C	
Engage with inter-school	Organise a timetable for NOSSP		NOSSP Staff supported a range of	
competitions to broaden children's opportunities.	staff to work with different classes			and inter-school opportunities.
opportunities.	throughout the year during golden			Plan an exciting sports day
	time.			with a range of sporting
Additional achievements:	As mentioned in Vevy Indicator 1.		directly in school	opportunities.
	As mentioned in Key Indicator 1;		Inter school competitions and	
	update playground equipment for each class, to enable new and		Inter-school competitions and	
	different playground activities		sports events engaged with offering a range of opportunities.	
	different playground activities		offering a range of opportunities.	
	Review every competition offered		Sports day linked to the	
	within school and speak to the		Birmingham 2022 Commonwealth	
	relevant school staff.		Games, each activity linked to a	
	Plan transportation and equipment		different Commonwealth Country.	
	as needed for competitions.		Children having opportunities to	
	•		access a range of sports from	
			different countries.	













Key indicator 5: Increased participation	n in competitive sport			Percentage of total allocation:
				2%
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:
Partake in the virtual and face-to-face competitions organised by NOSSP.	Work with NOSPP staff for inspiration in different events. Subject lead to monitor competition emails and speak to relevant staff. Subject lead to work with staff and organise children for sessions. Subject lead to work with other schools to communicate about the	£385.93	Children have partaken in a range of competitions, including rugby, cross-country and mutli-sports. Intra-school competitions have been used to support who will be involved in the inter-school competitions. The football league took place over the Autumn and Spring term for both boys and girls. The football league lead to a friendly game for our B	Continue monitoring and accessing a range of inter-school competitions, including any sport leagues. Plan more intra-school opportunities, including Key Stage opportunities. Ensure a range of opportunities are provided for those less active
Partake in the football league organised between schools.	football league. Subject lead to ensure that the resources are available for the football league. Subject lead to plan class, year group and whole school events.		team. Intrra-school competitions have been used in conjunction with inter-school competitions. The football club played a 4 week intra-school competition, with the same rules as the inter-school football	children
Intra-school competitions once every half-term.	To buy equipment to support the competitions. Plan for activities that engage less active children.		league. Sports day has been planned to celebrate the Commonwealth games. Children gaining house points with a ceremony at the end of the day.	

Signed off by	
Head Teacher:	













Date:	
Subject Leader:	
Date:	
Governor:	
Date:	











