

Evidencing the impact of the Primary PE and sport premium

Website Reporting Tool

Revised July 2021



Commissioned by



Department
for Education

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It is important that your grant is used effectively and based on school need. The [Education Inspection Framework](#) 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 gov.uk for the revised DfE guidance 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 [publish details](#) 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	£16,000
How much (if any) do you intend to carry over from this total fund into 2021/22?	£0
Total amount allocated for 2021/22	£16,000
Total amount of funding for 2021/22. To be spent and reported on by 31st July 2022.	£16,000

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	90%
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	90%
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	90%
What percentage of your current Year 6 cohort perform safe self-rescue in different water-based situations?	90%

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<p>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?</p>	<p>Yes/No</p>
	<p>£2,000 including transport Children from year 5 and year 6 have also had extra swimming lessons to ensure they can swim before leaving primary school.</p>

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: £16,000		Date Updated: 25 th July 2022	
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: 83%
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:

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<p>1. Forest Schools: To allow children to experience outdoor learning. To develop character skills, and enjoyment of being physically active.</p>	<p>A schedule of 12 sessions for each child to participate in.</p>	<p>£7000</p>	<p>Children have learned in an outside environment. They appreciate the outdoors and have learned many things about nature and taking care of our environment.</p>	<p>Continuing forest schools because the progression of Children's attainment within the classroom has improved through active outdoor learning.</p>
<p>2. Commando Joes: Use physical activity as a tool to develop skills around resilience, respect and perseverance. Develops team building skills for children, helps to nurture particularly children with additional needs.</p>	<p>Teacher CPD Autumn Term. Establish delivery plan to ensure all children have access.</p>	<p>£2000</p>	<p>Children have developed good skills in resilience, respect and perseverance. Has become mainstreamed and embedded within the school ethos.</p>	<p>Continuing Commando Joes because it is embedded and has increased children's resilience, confidence and social skills.</p>
<p>3. Active playtimes: School staff to undertake structured activities during playtimes and lunchtimes with play equipment. Children enjoy being active but also</p>	<p>School staff to work with newly trained playground leaders so that children take groups and lead.</p>		<p>Children have built fundamental skills and can now work collaboratively and a positive impact on behaviour.</p>	<p>Continuing due to increased positive behaviour on the playground and to help the children work collaboratively.</p>

<p>build up fundamental skills. Helping the children to work collaboratively.</p> <p>4. Extra PE lesson at lunchtimes (one per year group). To help the children build fundamental skills, team building skills and is led by an outside organisation.</p> <p>5. Bikeability: Advocate active travel to children and parents through bike to school week/ walk to school week etc. Developing awareness of the geography around us. Climate change and science. (ModeShift Stars accreditation)</p> <p>6. PAS after school club which is free to all students to increase physical activities and is inclusive for all.</p>	<p>Ongoing delivery</p> <p>Children will now how to ride their bike safely and will use these skills at home on their bikes. Encourage children to ride their bikes to school.</p> <p>Once weekly after school club to include different sporting activities.</p>	<p>£2,925</p> <p>£200</p> <p>£1170</p>	<p>Children have built confidence, motivation, physical competence and knowledge and understanding of sports skills during lunch times. This has impacted on lessons within the classroom.</p> <p>Children can ride their bikes safely and have an awareness of the skills needed to ride their bikes. Some children do now ride their bikes to school.</p> <p>Children have learned many new sports games and have developed and built the fundamental skills.</p>	<p>Continuing due to the increased physical literacy of all students.</p> <p>Attain Mode Shift Stars Accreditation Bronze Award</p> <p>Continuing after school clubs, however, there needs to be an concentration of linking to community opportunities e.g. gymnastic clubs, rugby clubs etc.</p>
<p>Key indicator 2: The profile of PE/SPA being raised across the school as a tool for whole school improvement</p>				<p>Percentage of total allocation:</p> <p>%</p>
<p>Intent</p>	<p>Implementation</p>	<p>Impact</p>		

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:
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<p>1. Using staff as role models. Staff raised money for Cancer charities by walking 10,000 steps a day for the month of September.</p> <p>2. Colour run: Children were invited to attend and participate in a 'colour run' at school. This encouraged fitness and community spirit.</p>	<p>Used social media to publicise the role of All Saints in the community. Brought the school together as a collective with a joint aim.</p> <p>Used social media to publicise the role of All Saints in the community. Brought the school together as a collective with a joint aim.</p>	<p>£N/A</p> <p>£500</p>	<p>Children have more awareness of charity fundraising and how they can use exercise to raise money for them and how fitness can be fun.</p> <p>Children have more awareness of charity fundraising and how they can use exercise to raise money for them and how fitness can be fun.</p> <p>Successfully gained silver accreditation School Games Mark</p>	<p>Continue to raise the profile of the school via social media platforms. Have celebration assemblies that celebrate positive behaviour during sports activities. Raise the profile with the governing body.</p> <p>Attain school games mark Gold award.</p>
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Key indicator 3: Increased confidence, knowledge and skills of all staff in teaching PE and sport	Percentage of total allocation:
	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:	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:

1. Commando Joes: Teachers and staff developed confidence in delivering physical literacy lessons.	Undergo training and develop a delivery programme.	£See Commando Joe's amount	Children have developed good team skills, resilience and respect due to increased training for teachers.	PE lead to attend gymnastics CPD and disseminate to other teachers.
2. Training needs analysis: Identify areas for development and also further areas for collaborative working. (Curriculum and after school clubs)	Design a questionnaire to school staff to identify areas of need and confidence.		Gymnastics was identified as an area of development needed for staff.	Research 'Get Set for PE' scheme of work to allow teachers to provide sustainable and sequenced lesson in PE, but in particular, gymnastics. Investigate the usefulness of

3. HPSSP CPD programme: Need across the area.	Identify teachers and school staff to attend appropriate training.		Training needs analysis completed and found that CPD is needed in gymnastics.	the PE lead attending a Level 5 PE course.
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Key indicator 4: Broader experience of a range of sports and activities offered to all pupils	Percentage of total allocation: 10%
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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	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:

consolidate through practice:				
1. Identify clubs that are available in Glossop for the children to access for life long participation.	Invite the clubs to come and speak with the children.		Some participation of children attending outside clubs.	More identification needed, and invites to many clubs around the area should be sent.
2. From school audit, Gymnastics will be a focus. (CPD and Gym equipment)	Provide high quality gymnastics lessons.		Children received high quality gymnastics lessons and developed their gymnastics skills.	Look into acquiring 'Get Set for PE' scheme of work to add breadth of opportunity.
3. Affiliated with High Peak School and Sport Partnership		£ 10% of funding		Continued affiliation.
Additional achievements:		£		
Key indicator 5: Increased participation in competitive sport				Percentage of total allocation:
				5.625%
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:

High peak SSP and Glossopdale	Prioritise events to attend that will support school games mark	£See column 4	Events have been prioritised and work towards the games mark has begun.	Continue and ensure we clarify the intent of the event to make sure we have invited the right children.
Intra school competitions undertaken weekly for everyone.	Use PAS to facilitate competitions and festivals.	900	PAS have facilitated football competitions and sports day.	

Signed off by	
Head Teacher:	Grainne Beaumont
Date:	25/7/22
Subject Leader:	Stephanie Deering
Date:	25/7/22
Governor:	Gill McGrath
Date:	25/7/22

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