

# Evidencing the impact of the Primary PE and sport premium

Website Reporting Tool Revised July 2021

# Commissioned by



Department for Education

# Created by





# LONGBOROUGH

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.

Pleasevisit<u>gov.uk</u>fortherevisedDfEguidanceincludingthe5keyindicatorsacrosswhichschoolsshoulddemonstrate animprovement.Thisdocumentwillhelpyoutoreviewyourprovisionandtoreportyourspend.DfEencouragesschools 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	£16,400
Total amount allocated for 2020/21	£16,430
How much (if any) do you intend to carry over from this total fund into 2021/22?	£
Total amount allocated for 2021/22	£16,410
Total amount of funding for 2021/22. To be spent and reported on by 31st July 2022.	£

# **Swimming Data**

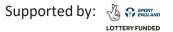
Please report on your Swimming Data below.

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	80%
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	80%
What percentage of your current Year 6 cohort perform safe self-rescue in different water-based situations?	80%
Schools can choose to use the Primary PE and sport premium to provide additional provision for swimming but this must be for activity <b>over and above</b> the national curriculum requirements. Have you used it in this way?	No













### **Action Plan and Budget Tracking**

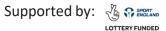
Capture your intended annual spend against the 5 key indicators. Clarify the success criteria and evidence of impact that you intend to measure to evaluate for pupils today and for the future.

Academic Year: 2020/21	Total fund allocated:	Date Updat	ted:	
primary school pupils undertake at least 30 minutes of physical activity a day in school				Percentage of total allocation:
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:	Fundi ng alloca ted:	Evidence of impact: what dopupils now know and what can they now do? What has changed?:	Sustainability and suggestednext steps:
-Continue to educate children in the value and benefits of a healthy active lifestyle, ensuring pupils are engaged in regular physical activity.	- Through PE lessons and sport, ensure our children understand the role of movement in the development of their own physical literacy, fitness and wellbeing. Gauged with regular staff and pupil voice surveys and walk throughs - Continue to deliver the PE curriculum with all pupils participating in 2 hours of curriculum PE each week Build links with local community sports clubs (Longborough Cricket Club) through our head of sport and ensuring pupils/parents have access to this information. At school or through school website - Development through school SDP - CPD with MDS team - Purchase Resources - Train Peer mediators - Lead and encourage worship/assemblies on importance of physical activity (teacher & pupil) - Further encourage use of initiatives such as		Positive attitudes to health and well-being evident through pupil voice and surveys taken each term.  -Staff confidence has increased whilst using GetSet4PE. (Staff survey) Pupils receiving higher quality PE teaching allowing them to make better progress.  Pupil concentration, commitment, selfesteem and behaviour evidenced in behaviour log and staff feedback  -Positive behaviour and a sense of fair play enhanced with our federation core values — Responsibility, Justice, Trust, Respect, Compassion and Perseverance  - Pupils activity at lunch and break increased — Pupils take ownership of equipment  - children across the school more active on a daily basis and enjoy being active evidence in pupil survey and varied PE	surveys, pupil voice and monitoring/CPD from Head of Sport.  Monitor playtimes, pupil voice and staff voice. Continue to embed in sports leader programme.













	the active blasts through GetSet4PE -Teachers who are delivering PE have access to GetSet4PE and regular CPD/Team teaching with Head of Sport to ensure high quality lessons and resources availableWake and Shake introduced enabling children to start their day feeling energised and ready to learn. Potential to improve punctuality and attendance in school. Also used at breaktimesActive Blasts – throughout the school day through GetSet4PE. Staff aware of how to access these resources to encourage and engage in active blasts away from timetabled PE lessons and break timesIntroduce a scheme to encourage more pupils (families) to participate in active travel to school programme (walk, cycle, run, scooter)		Curriculum map on GetSet4PE -Children enjoy the blasts. Pupils stay on task in the classroom. Reduced disruptive behaviour, fidgeting in classroom. Improved motivation and engagement in learningEncourages independence, builds confidence. Instils active healthy lifestyle for the whole family. Road safety awareness, environmental benefits.	focus.  Staff and pupil voice.  Monitor behaviour.  Parent survey, Pupil &  Parent rewards system.
<b>Key indicator 2:</b> The profile of PES	SSPA being raised across the school as a tool f	or whole sch	ool improvement	Percentage of total allocation:
				%
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:	Fundi ng alloca ted:	Evidence of impact: what dopupils now know and what can they now do? What has changed?:	Sustainability and suggestednext steps:
- To embed the idea that physical activity is of the highest importance	-School Games programme -Comprehensive CPD programme, discuss timetable with staff and how best to deliver CPD for them -Head of Sport attending PE Conference -Support from Luke Jones (County PE lead) SDP— Our vision for PE and school sport is developed through is prominent place in our	School Games £400 PE Conference	<ul> <li>Personal development (physical skills, thinking skills, social skills and emotional skills). Evident in walk throughs and pupil survey</li> <li>Attainment and achievement, behaviour and attendance of PE lessons</li> <li>PE physical activity and school sport have a high profile and are celebrated across the</li> </ul>	developed and implemented for specific
	schools SDP - Employment of sports coaches – identifying good coaches and practice and ensure we keep	£90	life of the school - Sports board in the main downstairs corridor - Children learn to respect and work with	- term  Continue to review sports











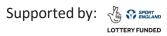


- De Peer - Pee intra -Inv club - He Supp -Hos and -Inve the i PE/S	er Mediators to help run and organise the a-house festivals in the lower school. vestigate Peer Mediators leading their own for younger pupils at lunchtimes. Ip run and record the events for Sports Day. port younger children. Sting sports festivals within our federation for the wider community estigate staff branded sports clothing and	County PE Lead £200  Hosting Sports Festivals £300	each other, exercise self-discipline an in a safe and sensible manner.  - Continued progression of all pupils of curriculum PE lessons.  - Pupil interviews/surveys inform us the pupils enjoy their PE lessons and that pupils enjoy the variety of activities of offer during curriculum PE.  - Interhouse competitions raise profile competitive sport within school. As muchildren as possible to participate.  — Pupils able to participate in floorbal without parents being able to attend	maintain high standards  Juring Survey/review school games impact on children  Share best practice with wider schools and community regarding festivals  I even  Percentage of total allocation:
	T			%
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 allocate d:	Evidence of impact: what do pupils now know and what can they now do? What has changed?:	Sustainability and suggested next steps:
Staff will expertise in the teaching of PE and pupils will benefit from	-Subscription to GetSet4PE, so staff have ready to go outstanding PE lessons and resources. These lessons have adaptions for inclusivity and teach all the necessary skills not only for the national curriculum but for an active life.  -CPD Cover/external coaches -Regular staff meetings dedicated to PE/Sport to develop staff and discuss best practice	GetSet4 PE subscrip tion £660  Sporting governi t ng body	is evident through staff meeting feedback and staff voice surveys  Staff skill base increasing through attending external CPD – Evident in observed lessons  Pupils receiving high standard PE lessons every week delivered by class teachers, aided by tailored	Continued staff surveys - top and tail of each half term to see how the staff feel regarding that unit both before and after delivering. Identifying areas to work on.  Continued external CPDs  Flexibility in the timetable to allow team teaching and CPD with Head of sport where













	-A tailored timetable to ensure Head of Sport can be at as many lessons to give CPD and team teach throughout the year each week			possible.
Key indicator 4: Broader experience o	I If a range of sports and activities offered to a	all pupils		Percentage of total allocation:
Intent	Implementation		Impact	
Your school focus should be clear what you want the pupils to know	Make sure your actions to achieve are linked to your	Funding allocate d:	Evidence of impact: what do pupils now know and what	Sustainability and suggested next steps:
and be able to do and about what they need to learn and to consolidate through practice:	intentions:		can they now do? What has changed?:	
what they need to learn and to	Pupils offered the chance to participate in the Cheltenham Arts dance festival – Practice sessions through school clubs	buses	•	Continue to attend the event in the coming years and open it up to more pupils.  Review trip

of sporting clubs at both lunchtim afterschool. Pupils attend taster se before signing up.  Use specialist sports coaches in le and clubs where appropriate to fur range of sports on offer and use li wider community.	essions Tickets £182 essons wither the inks to the Equipme nt £405	following this, pupils have enjoyed Tag Kabaddi, Cheerleading, Tag Rugby, SAQ, Netball, Football, Floorball.  Pupils enjoy the sports coaches – evident in pupil voice and	Continue with tasters and open up to more sports available using local clubs where possible too  Continue to use sports coaches and develop relationship with local groups to host events of GCB, GRFU GFA etc
	Coaches £189		











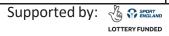


Key indicator 5: Increased participation	on in competitive sport			Percentage of total allocation:
				%
Intent	Implementation		Impact	
Your school focus should be clear what you want the pupils to know and be able to do and about what they need to learn and to consolidate through practice:	Make sure 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:
For more NCSF pupils to take part in competitive sport across a range of different competitions, both intra school and inter federation or inter school sport and activities.	Continued participation in School Games events (school games has changed its ethos – encouraging more sport for all)	School	the year.	Continued entry to the School Games scheme  Mini buses continued to be booked, look at getting all staff
	Ensure transport is available for events – ensuring that all pupils have equal access to competitive sport and not relying on parent transport solely - updated Midas training.			trained
	compete in competitive sport withing school	Mini huc	All KS2 children will have taken part in competitive sport in more than one sport.	
	All pupils to take part in 'sports day' in the summer term and represent their 'House'			Continued pupil, staff, parent voice/surveys
	Entered a weekly floorball league across the Cotswolds		Pupils feedback through voice and weekly news updates	Enter more teams to the league and start a training programme in
	Increased fixture programme for KS2 both internally (Federation) and externally against local schools	ckers £20	Increased competition for places in the floorball team (limited numbers covid)	the summer term ahead of the winter league
	Encouraging children to be physically active outside of PE lesson and lead healthy lives through Forest School, community walks and engagement in our school's local environment.			
		Forest School		













individually and part of team	£2200	

Signed off by	
Head Teacher:	
Date:	
Subject Leader:	
Date:	
Governor:	
Date:	







