

# 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 <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.

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

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 <u>under-spend from</u> 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	£0
Total amount allocated for 2020/21	£17866
How much (if any) do you intend to carry over from this total fund into 2021/22?	£0
Total amount allocated for 2021/22	£17870
Total amount of funding for 2021/22. To be spent and reported on by 31st July 2022.	£17541

## **Swimming Data**

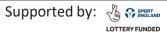
Please report on your Swimming Data below.

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	54%
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	54%
What percentage of your current Year 6 cohort perform safe self-rescue in different water-based situations?	5%
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**

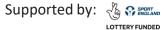
Capture your intended annual spend against the 5 key indicators. Clarify the success criteria and evidence of impact that you intend to measure to evaluate for pupils today and for the future.

Academic Year: 2021/2022	Total fund allocated:	Date Updated:		
	<u>all</u> pupils in regular physical activity – ( east 30 minutes of physical activity a d		ficers guidelines recommend that	Percentage of total allocation:
	1 · · · · · · · · · · · · · · · · · · ·	ay iii scrioor	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 allocated: £4000	Evidence of impact: what do pupils now know and what can they now do? What has changed?:	Sustainability and suggested next steps:
Our intent is to build children's knowledge base through high levels of purposeful activity and active coaching. We are invested in developing emotional behaviours and thinking skills in every lesson. Our rich, cohesively planned curriculum flows intrinsically alongside our values based learning; helping children to manage pressure; teaching the significance of teamwork and collaboration; learning from failure and turning mistakes into ambition.	organised into stations and progressive coloured levels,	£4300	Children feel they are making	Real PE at home is embedded and children enjoy using it at home – positive feedback from children and families shows this.  Improve the health and wellbeing of our school. Achieve Health School status.  SPAG skipping challenge embedded into school life – fundamental skill and personal
Active travel to school.  Structured lunchtime and breaktime play.	Physically active breakfast club.  Active travel to school through L2 Bikeability, Learning-to-ride scheme			challenge.
Playground leaders supporting activity with their peers.	and balance bikeability.  Playground and astro-turf is structured into activities and zones		Develop an inclusive PE curriculum aligned with School Games offer and raise profile	













Support parents to achieve an extra 30 facilitated with grown-ups. active minutes with their children beyond the school day.

with active activities which are

Wellbeing Warriors are in place to promote activity and wellbeing strategies.

Trained lunchtime supervisors supervising activities.

Physically active after-school clubs.

REAL PE at home follows the pathway of childrens fundamental skills ladder in school. All families have access to the system and are signposted each term through home learning.

across the whole school. Ensure that points raised through School Games audit are successfully addressed and prioritised. Participation in national events and initiatives.

Resources supporting delivery of activities in a range of sport and games.

10+ children accessing sensory circuits every week. Staff invested in the concept. Several staff feeling competent and confident in delivery.

Develop fundamental skills throughout the key stages.

Children travel safely and confidently on bikes and have a skill for life.

Children understand mindfulness and are equipped with strategies and knowledge to take responsibility for wellbeing – children respect themselves and wellness.













<b>Key indicator 2:</b> The profile of PESSPA	being raised across the school as a to	ool for whole sch	ool improvement	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: £3000	Evidence of impact: what do pupils now know and what can they now do? What has changed?:	Sustainability and suggested next steps:
Ensure PE is completed each week and is highly active with minimum teacher talk.  Class teachers will use flashbacks,	High quality teaching and learning in PE is characterised by a broad, holistic approach where the aim is to develop the 'whole child'.	£3100	Children are aware of where their learning is at and are mindful of what comes next and to develop.	CPD to support staff delivery, subject knowledge and understanding of the skills ladder will be taking place May 26 <sup>th</sup> staff meeting.
brain dumps and progress pauses to recap the learning process and again aid sticky learning.  Reflect and review – flashbacks to	Children supported to improve individually – each child progressing from their own starting point and challenged.		Children maintain good levels of physical fitness and mental wellbeing.  Children engaging with families	This was prompted after previous monitoring task – including staff questionnaires.
previous learning and opportunities to reflect in each PE lesson.  Rich and broad completion calendar	We follow a clear learning journey which develops a range of personal, social, physical, health & fitness, cognitive and creative abilities.		and homes become an environment for fun and engaging activities.	Resources match and suit the intended outcomes of the lesson.
- opportunities for both KS1 and KS2. Finalised version of the non-core	Be active in the lesson yourself and specific in use of language and subject knowledge.		All children are motivated for PE days and engaged in lessons.  By the end of the year – the	Health School status criteria linked to the new 2020 statutory Relationships, Relationships & Sex and
assessment documents.	Move around groups to question and coach.		children will know more and remember more.	Health Education guidance.
PE teaching enables the development of life skills that are transferred to other curriculum areas, wider school	PE teaching aids fine and gross motor skills development through the fundamental skills ladder.  PE and school sport visible in the			
and beyond.	school through assemblies, sports week, notice boards, social media,			













the impact it has on school priorities, values and vision.	school website, school newsletter and sporting star award.		
PE and school sport visible in the school.			

<b>Key indicator 3:</b> Increased confidence	, knowledge and skills of all staff in t	eaching PE and s	port	Percentage of total allocation:
				%
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	achieve are linked to your	allocated: £3500	pupils now know and what	next steps:
and be able to do and about	intentions:		can they now do? What has	
what they need to learn and to			changed?:	
consolidate through practice:				
All teachers receive appropriate	Sport coaching in school built on	£3620	Staff are knowledgeable about why	
professional development in PE.	the principles of physical literacy	15020	we have chosen the scheme and	member of staff to teach half-
	to ensure a positive experience for		can articulate its benefits for our	term of PE. This would be
Teachers able to confidently plan,	children.		children.	with a view of building staff
teach and assess National Curriculum				confidence, longevity of high
PE.	Sports leader has worked with staff		All staff teaching PE are trained	quality PE provision. Sports
	delivering PE to prepare for		and confident – lessons are high	Leader to be part of these
Children attainment in PE improved.	learning goals and themes; how to		quality and monitoring shows this	sessions to build confidence
	transition amongst activities; what,		(drop ins, pupil voice etc).	and ensure this is a high
All staff understand the concept of	when and why; resourcing and			quality CPD opportunity.
physical literacy, ensuring a positive	confidence building.		Children can articulate their	
experience for children.			learning and next steps linked to	
	REAL PE development day –		the fundamental skills ladder.	
PE improves physical, technical,	REAL PE trainer delivered PE			
tactical and mental understanding of a	sessions for year group; Sports		Children using google classroom	
range of sports.	Leader and staff able to observe,		on a regular basis to access sport	
	discuss and cross-reference against		padlets and links to exercise.	
PE lessons and teaching develops	scheme.			
wider life skills such as			Whole school staff promoting	
communication, teamwork, fair play	Children accessing sensory circuits		exercise and healthy habits through	













and leadership.	every week. Staff invested in the		conversation with children and	
and readership.	concept. Several staff feeling		positive praise.	
PE and after-school clubs enhance	competent and confident in		positive presser	
participation pathways for children	delivery.		When challenged children will be	
into local community clubs.			able to discuss their activity at	
			home and the reasons why it is so	
			important.	
			1	
<b>Key indicator 4:</b> Broader experience of	of a range of sports and activities offe	red to all pupils		Percentage of total allocation:
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	achieve are linked to your	allocated: £4000	pupils now know and what	next steps:
and be able to do and about	intentions:	14000	can they now do? What has	
what they need to learn and to			changed?:	
consolidate through practice:				
Sports and activities within our	Partnerships with School Games;	£3910	St Peter at Gowts, have achieved	Expand relationship with
curriculum are broad and balanced.	Youth Sport Trust; Lincoln City	13910		Lincoln City Gymnastics
A combination on individual and	Foundation; YMCA; Lincoln			through an award to the Club
team activities; gymnastics, dance,	Kickboxing Association.		1 -	from the school in recognition
swimming and games.				of their support. Next year,
Swiiiiiiiig and games.	Lincoln City Gymnastics club; we			looking to expand scholarship
Children encouraged to be	have forged a successful link which			places and invite the club into
independent, to coach and officiate	has included seven sport scholarship places with the club		rewards of dojos, stickers and silver/gold.	school for possible extra- curricular provision.
their peers.	along with two days of experience		sirver/gold.	curricular provision.
Children offered an exciting, varied	activities for the whole school.		Values incredibly well understood	Further develop relationship
and new range of activities.	detrices for the whole sensor.		and articulated by all (SIAMS)	with LCFC Foundation to
and new range of activities.	Lincoln Rugby Club – working			embed community sports
Beyond the PE National Curriculum	with the club and three other			opportunities along with
our physical activity includes hula-	schools developing the Lincoln		language.	Bishop King primary school
hooping, skipping, yoga and	Schools Rugby Hub which has			and in addition, working with
mindfulness.	seen children take part in several			them to offer football
Children participate in School Games	competitions focusing on		1 · · · · · · · · · · · · · · · · · · ·	development opportunities for
and other National Governing Body	embellishing a love of rugby and			both our boys and girls.
Created by: Physical Partnerships  Created by: Physical Partnerships  Created by: Partnerships  Created by: Partnerships	Supported by:	SPORT IIV	Manabachie -	l .
Education Partnerships  Hyprogramatics, hardering ten	Supported by: Supported by: LOTTER	Y FUNDED	Manyacyde Maneatrise Maneatrise Maneatrise	







recognised versions of sports that are stage and age appropriate for example High 5 netball.	developing fundamental skills and understanding of the sport.	Specifically, tailored opportunities and competitions created to address gaps in physical literacy.	
		14 sports based after-school sports clubs. 67% attending after-school sports clubs with 254 places taken up each week.	











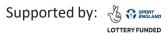


n in competitive sport			Percentage of total allocation:
			%
Implementation		Impact	
Make sure your actions to achieve are linked to your intentions:	Funding allocated: £3300	Evidence of impact: what do pupils now know and what can they now do? What has changed?:	Sustainability and suggested next steps:
Focus on the process rather than the outcome.  Subject leader understands who their less active children are, and	£2611	and 12 at Inter-School) alongside a wide range of personal	Expand relationship with Lincoln City Gymnastics through an award to the Club from the school in recognition of their support. Next year,
had a well-structured scheme to increase their participation through links with LCFC Foundation –		B teams in Inter-school competitions.	looking to expand scholarship places and invite the club into school for possible extra-
Collaboration groups ran through Summer term.		very high due to the range of clubs on offer. The structure of the Intra-competitions is very	curricular provision.  Further develop relationship with LCFC Foundation to embed community sports
outlines how children can officiate and take responsibility in both curriculum and extra-curricular activity.  In addition to this, the school engages well with the wider school community through Twitter, weekly newsletters and celebration assemblies which included School Games awards.  The school has good links with local coaches and clubs, and also		inter competitions.  School Sports Week and after-school clubs used to providers/taster sessions have a pathway attached to it for children to follow.  Children who show strengths in different sporting areas have the opportunity across school to	opportunities along with Bishop King primary school and in addition, working with them to offer football development opportunities for both our boys and girls.
	Implementation  Make sure your actions to achieve are linked to your intentions:  Focus on the process rather than the outcome.  Subject leader understands who their less active children are, and had a well-structured scheme to increase their participation through links with LCFC Foundation – Resilience Rocks and Social Collaboration groups ran through Summer term.  The sport offer at the school outlines how children can officiate and take responsibility in both curriculum and extra-curricular activity. In addition to this, the school engages well with the wider school community through Twitter, weekly newsletters and celebration assemblies which included School Games awards.  The school has good links with	Implementation  Make sure your actions to achieve are linked to your intentions:  Focus on the process rather than the outcome.  Subject leader understands who their less active children are, and had a well-structured scheme to increase their participation through links with LCFC Foundation – Resilience Rocks and Social Collaboration groups ran through Summer term.  The sport offer at the school outlines how children can officiate and take responsibility in both curriculum and extra-curricular activity.  In addition to this, the school engages well with the wider school community through Twitter, weekly newsletters and celebration assemblies which included School Games awards.  The school has good links with local coaches and clubs, and also	Implementation  Make sure your actions to achieve are linked to your allocated: f3300  Focus on the process rather than the outcome.  Focus on the process rather than the opportunity across chool of and 12 at Inter-School lands a wide range of sports on offer (12 at Intra-school and 12 at Inter-School also had 3 B teams in Inter-school at outlanges. The school also had 3 B teams in Inter-school competitions.  The extracurricular activity is very high due to the range of clubs on offer. The structure of the Intra-competitions is very good, and designed to lead into inter competitions.  School Sports Week and after-school clubs used to providers/taster sessions have a pathway attached to it for children to follow.  Children who show strengths in different sporting areas have the opportunity across school to attend a range of competitions and development days. Some













School Games Organiser.	and competitions are created to attract less active children to participate in physical activity with their positive 'yes you can!' attitude.	
	attitude.	

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











