

Evidencing the impact of the Primary PE and sport premium

Website Reporting Tool

Revised July 2021



Springvale Primary School
PE Impact Report 2021-22



Commissioned by



Department
for Education

Created by



YOUTH
SPORT
TRUST

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	£18,100
How much (if any) do you intend to carry over from this total fund into 2021/22?	£0
Total amount allocated for 2021/22	£18,120
Total amount of funding for 2021/22. To be spent and reported on by 31st July 2022.	£18,120

Swimming Data

Please report on your Swimming Data below.

<p>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.</p> <p>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</p>	
<p>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 2021.</p>	85%
<p>What percentage of your current Year 6 cohort use a range of strokes effectively [for example, front crawl, backstroke and breaststroke]?</p>	67%
<p>What percentage of your current Year 6 cohort perform safe self-rescue in different water-based situations?</p>	93%
<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>	Yes- we teach the whole class in Y5 for 15 sessions and then target the weaker swimmers for extra sessions at the end of Y6.

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:		Date Updated: 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: 15%	
Intent	Implementation		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:</p>	<p>Make sure your actions to achieve are linked to your intentions:</p>		Funding allocated:	Evidence of impact: what do pupils now know and what can they now do? What has changed?:		
<p>We want all pupils to access 2 hours of high quality PE per week as well as a wide range of sporting activities so that pupils develop a good understanding of health and fitness (physical and mental).</p> <p>To ensure children have an opportunity to access physical activity 2 hours per week.</p> <ul style="list-style-type: none"> -High quality extra-curricular sports clubs taking place each half term covering a range of sports. -Regular 10 minute walk/run as a class. -Walking/cycling to and from school encouraged and rewarded. 	<p>2x 1-hour PE lessons per week (in KS1) and longer sessions in KS2 supplemented by additional access to sport and fitness activities. This is in addition to organised activities throughout break and lunchtimes and a wide range of high quality sports clubs and competitions.</p> <ul style="list-style-type: none"> -Extra-curricular clubs available to every child from F2-Y6. These change half-termly and priority given to children who receive Pupil Premium or SEND support. They can also access clubs for free. -Bike sheds available to use. -Playground equipment available to encourage physical activity and team games. Staff and young leaders trained to provide quality activities. 		£2800	<ul style="list-style-type: none"> -More children attending and taking part in PE lessons. -After-school clubs have increased in popularity and fill up to capacity in most instances- especially traditional sports. -The number of girls participating has increased significantly in the last five years. -The number of pupils with SEND or who receive PP has grown this year. -More children in KS2 are cycling to school and using the bike shed. -More sports being played at break and lunch times with equipment being used by larger groups of pupils. -Awarded silver with Modeshift Stars and accreditation gained. On track for Gold stage and 		<p>Sustainability and suggested next steps:</p> <ul style="list-style-type: none"> -10 minutes extra per day exercise with a timetabled daily mile/yoga. -Stronger links to mental health and wellbeing. -Extra equipment and training for staff at breaktimes to organise games and drive up participation- ensure any new staff are trained.

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			active travel tracked/encouraged daily with special themes and events each term. -All SEND/PP pupils access the same PE offer despite core intervention (carefully timetabled) -SEND and additional needs pupils targeted through a fine/gross motor skills intervention called 'Jump Ahead'	
Key indicator 2: The profile of PESSPA being raised across the school as a tool for whole school improvement				Percentage of total allocation: 10%
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:		Evidence of impact: what do pupils now know and what can they now do? What has changed?:	Sustainability and suggested next steps:
Celebrate sporting achievement through assembly and PE cabinets, displays, social media and the Sports Awards. -Competitive sports activities within school. -Promote values within sport at Springvale Primary that link to the wider school ethos and rules/expectations. A further sporting ethos is developing: children should be competitive, demonstrate leadership, sportsmanship and accept defeat with	-Sporting success and team achievement in assembly every week. -Sports Awards to celebrate progress, achievement and participation of individuals and teams. -Whole school themed sports days and other events that include pupils, staff and families. -Assessment completed by PE teacher at the end of every lesson/unit. -Assessment analysed by subject leaders twice per year.		£1900 -Children are trying harder in lessons and understand what they need to do to improve. -More children access local sports clubs and activities in the community. -The opportunity to earn points for the team is working well for behaviour, attitude and achievement. -Profile of cycling and active travel continues to rise.	-Head working with other sports leaders to develop the P4sport offer further. -PE scheme embedding- further monitoring and subject enquiry to develop the consistency of delivery and impact on pupil knowledge and skills. -At PE scrutiny meeting with Head/leader/GB link consider how we have less weighting in this cost area in 22/23 and beyond.

<p>the mindset that they will reflect and improve.</p> <p>-Team, individual and whole school rewards and awards in place.</p>	<p>-Encourage core values in PE, after-school clubs and when representing school.</p> <p>-P4Sport links to other local clubs (tennis, taekwondo, etc)</p>		<p>-PE scheme followed with same day assessment and follow up work if required.</p> <p>-Excellent engagement with local sports partnership.</p> <p>-All SEND/PP pupils access the same PE offer despite core intervention (carefully timetabled)</p> <p>-SEND and additional needs pupils targeted through a fine/gross motor skills intervention called 'Jump Ahead'</p> <p>-staff confidence and competency is rising and pupil assessment standards are rising, especially in gymnastics and dance.</p>	
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<p>Key indicator 3: Increased confidence, knowledge and skills of all staff in teaching PE and sport</p>				<p>Percentage of total allocation: 60%</p>
Intent	Implementation		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:</p>	<p>Make sure your actions to achieve are linked to your intentions:</p>	<p>Funding allocated:</p>	<p>Evidence of impact: what do pupils now know and what can they now do? What has changed?:</p>	<p>Sustainability and suggested next steps:</p>
<p>New PE scheme purchased to establish clear structure and progression for teaching of skills.</p> <p>-Upskill PE coach and class teachers in key areas of curriculum.</p>	<p>The PE scheme is now implemented to support delivery of coherent progressive curriculum. All staff are upskilling, especially in areas where they are traditionally less confident like gymnastics and dance.</p>	<p>£11,000</p>	<p>Key areas for improvement taught effectively and safely.</p> <p>-Dance and gymnastics taught effectively and consistently by class teachers in comparison to previous year.</p>	<p>Continue CPD for staff involved with PE.</p> <p>-Consider PPA time for PE coach to research and improve practice as appropriate.</p>

<p>-Children receive the best possible teaching that is consistent across the curriculum.</p> <p>-Improved role modelling of healthy/active lifestyles by staff across school to reach all children.</p> <p>-Lesson plans shared with support staff so that they understand their role within the lesson and what objective the children are looking to achieve by the end of it. Their support should benefit the lesson and help with the engagement of all pupils.</p>	<p>-New gymnastics/dance progression documents are supporting effective planning and delivery for classroom teachers. Leader has organised training on how to use equipment safely and effectively when teaching.</p> <p>-Lesson observations with constructive feedback leading to improvement of the quality of PE.</p> <p>-Scheme of work includes lesson plans that are to be shared with individual staff members as required.</p>		<p>-Quality of PE has continuously improved throughout the year and is more consistent across all areas of PE.</p> <p>-Support staff know their role within lessons and are seen being more actively involved. They add value to the lesson and help SEN/low attaining children achieve in their learning goals.</p> <p>-School visits/trips linked to PESSPA are organised to engage more pupils in sport- e.g. football, ice hockey, basketball.</p> <p>-recent sports that have been 'tasted' and introduced include taekwondo, field archery and a clearer focus on tag rugby.</p>	<p>-Continue to use mentoring to improve subject teaching and leadership.</p> <p>-Ongoing training for all staff across the curriculum- especially in new features and OAA.</p> <p>-consider new events and link to other curriculum areas- e.g World Book Day- celebrate Harry Potter with some Quidditch?</p>
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<p>Key indicator 4: Broader experience of a range of sports and activities offered to all pupils</p>	<p>Percentage of total allocation: 5%</p>
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Intent	Implementation		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:</p>	<p>Make sure your actions to achieve are linked to your intentions:</p>	<p>Funding allocated:</p>	<p>Evidence of impact: what do pupils now know and what can they now do? What has changed?:</p>	<p>Sustainability and suggested next steps:</p>

<p>Specialist coaches to be used where necessary to ensure key requirements of the curriculum are met.</p> <ul style="list-style-type: none"> -Develop club links to encourage children to continue their sporting experience outside of school. -Opportunities for all pupils to engage in positive lifestyle choices through links with other curriculum areas and outside agencies. -Varied activities and clubs on offer for each year group. <p>Additional achievements:</p> <p>Local Sports Partnership offering 30 different events including some taster events.</p>	<p>Bikeability for year 5 and year 6 children who missed out due to Covid in the previous year.</p> <ul style="list-style-type: none"> -Links in PHSE/wellbeing to sport, physical activity and leading a positive lifestyle. -Links to local clubs developed and opportunities for children to join clubs outside of the ones offered by school. -Children are all given opportunity to attend a wide range of high quality afterschool club of their choice. -New activities 'Fun Run' 'Get Mucky' KS2 Orienteering and Triathlon events. -Inclusive sports events targeted like boccia. -More sports leadership opportunities developed than ever before. 	<p>£850</p>	<ul style="list-style-type: none"> -High participation and completion of bikeability (93%). Any year 6 children were invited to complete what they had missed previously. -Children are more aware of the benefits gained by physical activity and other healthy choices in their lifestyle. Healthy snacks and lunch choices are apparent in the vast majority of cases. Where this isn't the case we work with families to develop their awareness of healthy diets. -Children have had an opportunity each half term to join a sports club for their age group. -More pupils joining sports clubs out of school. -Active travel figures rising especially during regular incentives organised by the active travel lead. -South Yorkshire champions at Boccia- we now have the resources to engage all pupils in inclusive sports. -60 pupils are trained sports leaders -Leadership awards 	<ul style="list-style-type: none"> -Continue to promote new sports and use the reward/celebration approach to encourage further uptake. -More pupils and families to access fun runs and Junior Park Runs. -Continue to access more inclusive sports and new sporting events.
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Key indicator 5: Increased participation in competitive sport				Percentage of total allocation:
				10%
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:
<p>Inter and intra school tournaments and matches across Y1-Y6.</p> <ul style="list-style-type: none"> -Competitions in lessons and clubs through use of 'sporting houses' for the whole school. -All pupils given the opportunity to represent school if they have been involved in after-school clubs. -Links with local schools to strengthen further range and frequency of sporting opportunities. -Teams in all sports and across all ages/abilities/gender, etc. 	<p>Sports day was held for the whole school, including nursery and reception.</p> <ul style="list-style-type: none"> -All children participated in regular competitive sport throughout the year. 70% of KS2 competed against other schools or at competitions. -KS2 participation was very high when representing school against other local schools. -Y6 children officiated and supported with sports days/sporting events. 	£1600	<p>100% participation in intra and inter school sports.</p> <ul style="list-style-type: none"> -Improved confidence of children to attend more clubs and become part of a competitive team. -Number of attendees continuing to rise for after-school clubs. Type of clubs constantly developing based on feedback and need. -Children are confident across a broader range of sports and are happy to perform with an audience/in a competitive event. -Evidence of growing confidence in the classroom. -Commitment, and leadership of, local SGO role-link to School Games Offer which we participate in and the extension of the local network as well as informal sporting fixtures and competitions organised by ourselves for example we organise a Y6 challenge against another school that features 15 different events! -New family events for KS1 and a new football for fun targeting SEND/low confidence pupils. 	<p>Further expand the number/range of sports we enter into competitions for.</p> <ul style="list-style-type: none"> -Play more fixtures with other schools and develop a league table system which adds to the competition element if there is appetite among other schools. -Continue to lead the local family of schools (10 schools currently) to ensure children are given the best opportunities on a regular basis and develop the breadth and quality of the offer further. -Embed the school games offer alongside the local partnership sports competitions and the new links with Honeywell Sports College through our new SGO.

			-Parents involved in sporting events now- Y6 football, KS1 multi-skills, sports day engagement with parents and grandparents.	
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Signed off by	
Head Teacher:	Mr Lee McClure
Date:	20-07-2022
Subject Leader:	Mrs Nicola Exley
Date:	20-07-2022
Governor:	Mr A Noble
Date:	30-7-2022