

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 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. St Mary's Catholic Junior School

| Total amount carried over from 2019/20 | £0 |
|---|---------|
| Total amount allocated for 2020/21 | £19,600 |
| How much (if any) do you intend to carry over from this total fund into 2021/22? | £9,779 |
| Total amount allocated for 2021/22 | £19,600 |
| Total amount of funding for 2021/22. To be spent and reported on by 31st July 2022. | £29,379 |

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 | 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% |
| 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? | Yes/ <mark>No</mark> |













Action Plan and Budget Tracking

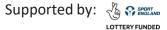
Capture your intended annual spend against the 5 key indicators. Clarify the success criteria and evidence of impact that you intend to measure to evaluate for pupils today and for the future.

| Academic Year: 2021/22 | Total fund allocated: | Date Updated: | | |
|---|---|--------------------|--|---|
| | | | Percentage of total allocation: 10.8% | |
| 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 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: |
| Encourage all pupils daily with a range of sports at break, lunch and after school clubs | Every year group takes part in Daily Mile, walk 3-5 times per week In class activities- Go Noodle, Cosmic Yoga, BBC Super Movers Clubs offered, trial sessions offered as appropriate | | Pupil survey School council minutes After school club registers Pupil enjoyment of activities-impact seen in improved behaviour, less accidents, increased enthusiasm and engagement | · |
| | Use of sports/play leaders Rotas in place for activities such as gable climber/table tennis/gym equipment area | £1,917 | | Whole school assembly so all staff & pupils understand what they can and cannot do Investigate risk assessment for trim trail and make sure all staff are clear so it is used more. Continue to evaluate value for money and ensure staff have training |











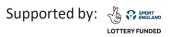


| | Continued investment in Teach Active resource-delivery of mathematics & english curriculum through physical activity. Pupils First Aid workshops Targeted weekly active clubs for less active, disengaged pupils and SEND pupils | £975 £270 | Increase activity outside of PE, includes homework thus involving family. Use of the orienteering course during activities – supporting Outdoor Learning, as per objective in SIP UNICEF Article 29 Support healthy lifestyles/increased awareness | |
|---|--|--------------------|---|---|
| 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: 64.8% |
| 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 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: |
| To make sure children are aware of clubs and wellbeing opportunities that are taking place | Inspiring pupils to be active to feed into holistic approach to healthy lifestyles and choices At the front of whole school celebration events, assembly/sports awards/blogging on the | | '' " | Continue to publicise clubs timetable and external club providers and holiday clubs |













| To encourage them to take place in different sports and relaxation techniques. | Through a range of different clubs, competitions and workshops, offered throughout the year Workshops: Mindfulness, Circus Skills, alternative multi skills and team building/Commonwealth Games, 2 x Dance workshops, Chinese New Year and Dance through the Decades | | Pupil enjoyment and exposure to new activities. Increased participation by more children SEND/less engaged/less active/Mable group targets | Continue to book new enhancements that link to the curriculum or world events e.g. football World Cup Autumn term 2022 |
|--|--|--------|---|--|
| To have active Junior Sports Leaders | Coach to work with Leaders at lunch times | £741 | All children have the opportunity to play with equipment every lunch time All children see high quality participation modelled to them and are supported with joining in | |
| Gold Coaching Limited | To deliver high quality PE lessons according to the curriculum across a range of sports to give all children the opportunity to experience a range of sporting opportunities | £7,712 | | |
| | Upskilling of staff in terms of delivering outstanding PE lessons and confidence; extracurricular clubs (lunchtime and after school) | £472 | Upskilling teachers/ECTs | |













| To facilitate children using equipment on the playground • SSSP delivering training for MDS on non-competitive games and zoning playgrounds | All children have the opportunity to play with equipment every lunch time All children see high quality participation modelled to them and are supported with joining in |
|--|---|
|--|---|

| Implementation se sure your actions to | | Impact | 16.9% |
|--|--|---|---|
| · | | Impact | |
| e sure your actions to | | | |
| eve are linked to your ntions: | Funding allocated: | Evidence of impact: what do pupils now know and what can they now do? What has changed?: | Sustainability and suggested next steps: |
| ' ' | academic year | enables the delivery of quality PE provision through effective planning and assessment. Partnership has supported PE Leaders in completing equipment | Commitment to SSSP for further 2 x years 2021/2022 & 2022/2023 Action suggestions from staff audit Further lesson support as |
| <u> </u> | £495 | | required September 2022 |
| nt la le ea lif ut | I buy back Sports ership acher support from SSSP for fied teachers to support of Real PE scheme. If have had staff meeting owcase day to support roll | I buy back Sports ership Acher support from SSSP for field teachers to support of Real PE scheme. If have had staff meeting owcase day to support roll Real Gym £4,460 for academic year £4,460 for academic year £495 | can they now do? What has changed?: I buy back Sports ership academic year Enhanced teacher confidence enables the delivery of quality PE provision through effective planning and assessment. Fied teachers to support of Real PE scheme. Find teacher support from SSSP for field teachers to support to field teachers to support and the field teachers to support and the field teachers to support and the field teacher confidence enables the delivery of quality PE provision through effective planning and assessment. Fartnership has supported PE Leaders in completing equipment audit/planning E495 |











| Key indicator 4: Broader experience | of a range of sports and activities off | ered to all pupi | ils | Percentage of total allocation: |
|---|---|--------------------|--|---|
| | | | | 6.5% |
| Intent | Implementation | 1 | 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: |
| To expose children to a range of different sports and activities | Chinese Dance Workshop Assist with transport costs for Year 6 4th Dimension trip | £998 £900 | Pupil enjoyment Pupil enjoyment at the end of their school journey | Annual outing every year |
| | Tennis club Martial Arts Continued use of orienteering course | | Pupils enthusiastic to participate in new sport in conjunction with Learning Outside the Classroom initiative All children in all year groups engaged in activity Use of sports equipment optimizes. Pupils being enthusiastic and keen to learn new games and skills. Opportunity to practice "Personal Challenge" Different groups of children targeted Successful encouragement of fair play deliver a range of PE lessons, children's attainment, progress and confidence will increase | Annual stock take of equipment, replace and renew as necessary and introduce new. |













| Key indicator 5: Increased participation | on in competitive sport | | | Percentage of total allocation: |
|---|--|--------------------|---|--|
| | | | | 0.7% |
| Intent | Implementation | 1 | 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: |
| Encourage school teams "establish competition pathways for inter and intra schools" | Summer Swimming gala Netball tournaments/matches Borough Athletics Championships Sutton SGO 'Supremo' Sutton & Cheam | £200 | Swimming gala Inter Schools Competition Athletics Champs CBWPSSA Swimming assessment | Continued participation in competitive sporting challenges |
| | Schools FA | | completed | Planning/assessment for next cohort |

| Signed off by | |
|-----------------|----------------------------|
| Head Teacher: | Shirley Hulme |
| Date: | 25 th July 2022 |
| Subject Leader: | Nicky Birch |
| Date: | 25 th July 2022 |
| Governor: | Bernard Tomkins |
| Date: | 25 th July 2022 |











