Evidencing the impact of the Primary PE and sport premium

Website Reporting Tool

Revised July 2021

St Richard's VC Academy 2022 2023 REVIEW

Commissioned by



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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** improvementsto 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.

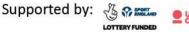
Schools are required to <u>publish details</u> of how they spend this funding, including any under-spend from 2019/2020, as well as on the impact it has on pupils' PE and sport participation and attainment. **All funding must be spent by 31st July 2022.**

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 <u>HERE</u>.













Total amount carried over from 2019/20	£1,080
Total amount allocated for 2021/22	£18,490
How much (if any) do you intend to carry over from this total fund into 2022/23?	£0
Total amount allocated for 2022/23	£18,360
Total amount of funding for 2022/23. To be spent and reported on by 31st July 2022.	£18,360

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?	52.3%
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	
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	41.9%
What percentage of your current Year 6 cohort perform safe self-rescue in different water-based situations?	Did not do
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?	NA

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Action Plan and Budget Tracking

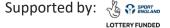
Capture your intended annual spend against the 5 key indicators. Clarify the success criteria and evidence of impact that you intend to measure to evaluate for pupils today and for the future.

Academic Year: 2021 2022	Total fund allocated:	Date Updated:	Sep 2021	
Key indicator 1: The engagement of a	<u>Ill</u> pupils in regular physical activity – (Chief Medical Of	ficers guidelines recommend that	Percentage of total allocation:
primary school pupils undertake at le	ast 30 minutes of physical activity a d	ay in school		21% (£3900)
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:
and high levels of uptake and physical activity therefore improving pupil fitness levels and skill level	 Pupil voice to tailor provision to interest Seek sports coaches to ensure range of age provision across school Monitor update and actively seek engagement Plan range of activities/timetabling/ age group specific range Seek appropriate staffing/coaching 	£650 £2960 (CF)	Table tennis specific provision has increased numbers of pupils are active over lunchtime. Children physically active and increasing knowledge of specific sport. Also wide range lunch clubs provided by school staff, e.g. netball, rounders etc.	To continue with approach moving forward and share expertise in clubs to upskill and encourage staff to lead lunchtime clubs to continue to increase pupil activity
weekly levels of physical activity. With an aim to have all pupils attending at least one physically active club in the year to enhance fitness, skill level and social skills (Increase low figure of 40% 2020 2021 – COVID related)	-Monitoring of uptake and engagement levels, identify pupils not participating and investigate if anything further can be done -Remove barriers to participation through use of forest schools/ physical wellbeing work		Increased pupil participation, increasing not only pupil active levels but impacting positively of pupil morale. Enjoyment increased through sport participation and dance/drama with NAPA.	on offer.
team work and skill development	-Audit and purchase relevant equipment -Model to pupil use at playtime -Monitor engagement Supported by: 3	£290	-Pupils, including those who would not normally choose to be active, have been proactive and inspired to use equipment,	Update equipment if needed, extent the range of resources on offer to pupils to keep levels of engagement high. Take part in HAS Sports leader training.

Created by: Physical Active Active Partnerships



YOUTH SPORT TRUST





Aim to include children in regular activity at playtimes and enable pupils to develop their leadership skills by creating 'Sports Leaders'.	 Order specific equipment to enable group led activities. Leaders to be given specific training by staff in order to run activities independently. Leaders to wear high vis in order to be easily spotted at playtimes. 		therefore increasing levels of physical activity	
Key indicator 2: The profile of PESSP I	being raised across the school as a too	ol for whole scho	ol improvement	Percentage of total allocation:
	Γ		T	3% (£210)
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:
Raise pupil engagement in wider curriculum through topic launches which have an active drive.	-Teachers to plan launch day which focus on pupils being active and developing teamwork skills to hook pupils into new learning		Higher level of engagement in wider curriculum Pupils have been encouraged to be active throughout learning across a range of subjects	CPD/Staff training around active classrooms moving forward.
Gold status	-Ensure all actions within the plan are implemented and actions already in place continue -Additional time out of class for leader to put action in place, support and monitor -Increase child awareness through notices/communication	£100	-Has given focus to sports provision across the school, rising awareness with all stakeholders around the importance of school sport and PE Improved provision across school due to high engagement	To continue with high promotion across school. To at least achieve 'Gold' award and look at criteria for platinum
outside of school	-Assemblies which promote the clubs/activities on offer and success of sport -Use external clubs, including local professional teams, to promote the 'love' and benefits of sport, focus on: -teamwork	£110	engage in sports -Greater 'buzz' across school due to more time exploring what is on offer inside and outside of school	

-active -enjoyment -upskilling -increased fitness -increased knowledge	Kingston Rovers to promote Rugby inside and out of school.	

Key indicator 3: Increased confidence	e, knowledge and skills of all staff in tead	ching PE and s	port	Percentage of total allocation:
				70% (£13'000)
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 increase the standard of teaching and learning in Physical Education thus impacting positively on pupil achievement. To increase number of pupils achieving the expected standard and moving an increasing amount to greater depth. Through this enhancing teacher skill set, improve teacher confidence and quality assure assessments. Offers after school club to keep up pupil engagement in regular activity.	 Implementation of specialist PE teacher two days a week. Teaching all pupils throughout the year. Class teachers present at all times and to use this as a CPD opportunities. Staff should be upskilled during the lesson with the focus on improving their own practice. This includes: Stages of planning Deploying resources Adapting provision Seeking maximum pupil progress Refining accurate teacher assessment (Use of 2,2,2 model) Staff CPD time through meeting times. SLT/PE coordinator to lead 		5	Staff audited to ensure provision is specifically targeted moving forward to ensure best quality and positive impact on pupil progress Moving forward increased sessions planned for 2023/2024

Supported by: 🔏 🕫 🛲



	-PE coordinator to attend relevant CPD in PE and PE leadership and disseminate	£50	coordinator which impacted constructively on curriculum design, teaching and learning and	To continue to access a range of CPD for coordinator and wider staff, including attendance at Sports Conference
Key indicator 4: Broader experience of	f a range of sports and activities offered	d to all pupils	•	Percentage of total allocation:
				6% (£1200)
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:
Pupils provided with the opportunity to explore and experience a range of sports/activities including new thing they have not yet tried. Opportunities for pupils to develop news skills and broaden their knowledge of sports available to them	-Reassessment the school long term plan to ensure range of sports, seeking CPD if required and additional equipment to support -Investigate appropriate equipment to deliver new sports		clubs in the local community, pupils keen to share these experiences back in school.	Seek further opportunities to make links with clubs and establish new school clubs, e.g. boxing
Wider range of sports available through the curriculum and through sports clubs to engage further –	-Employ further wide ranging extra- curricular coaching to achieve a breadth of sports and explore club links	£1.200 (repeated cost)	take place, resulting in more pupils	who will take a lead in the
increasing wide range of sport across all phases of school resulting in the percentage of pupils participating in sport, outside of the curriculum,	-Ensure clubs for pupils are especially targeting those pupils not attending other clubs		have been targeted by teachers to	Conduct yearly inventory to assess equipment levels, placing orders to support any current or future clubs.
	-Monitor attendance of clubs and look at retention and ways to improve if this becomes an issue -Organise workshops/specialist days,		Clubs have high level of	Continue with promotion across school of all clubs/activities available.

linking to real life events/clubs to raise interest (If possible due to COVID restrictions)	due to SEND need or level of deprivation.	







Key indicator 5: Increased participation	on in competitive sport			Percentage of total allocation:
				13% (£2600)
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 pupils to have more opportunities to undertake/experience competitive sport and develop skills and knowledge around this including: -Team work -Communication skills -Knowledge around specific games -Tactical skills	-Subscription to HAS (Hull Active Schools) which will provide a wide range of competitive opportunities across different age ranges and ability groups, ensuring impact is as wide hitting as possible -Payments for any wider competitive sport packages across the year to allow for any wider opportunities for	£1500 £300	additional specialist needs and those from a disadvantaged background. KS2 levels have been particularly	academic years to allow pupils to access the range on offer. Plan additional opportunities for competition across the whole school, specifically targeting
Respect Working with set rules Physical development Social skills to win and lose together Increasing pupils who historically do not participate in competition particularly wider than own school. Data form 2018/2019 suggests 65%	competition -Implement increase in school competitions and cross Trust to extend the level, range and further	£300	 only through physical achievement but through development of the wider child. KS1/FS pupils have experienced wider opportunities for competitive sport/activity through lessons, clubs and days such as 'sports day'. 	Use HAS to explore further opportunities for younger pupils to join in with wider competitions moving forward Use SMC staff to plan days to allow for school against school MAT competitions to increase variety of sports/activities
did not compete wider than their own school) Must make this a priority if restrictions allow as reduced last two academic years -Increase participation in new wider competitions, looking at forging club links wherever possible	experiences on offer -Transport to and from events -Source community clubs to deliver additional sessions (on top of 2 hours curriculum) to promote competitive sport.	£200 £300		available.



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Signed off by	
Head Teacher:	
Date:	
Subject Leader:	I.Robinson/J.Hunt
Date:	17.05.23





