

Evidencing the impact of the Primary PE and sport premium

Website Reporting Tool

Revised July 2021

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](https://www.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 | £ 20,900 |
| How much (if any) do you intend to carry over from this total fund into 2021/22? | £ 0 |
| Total amount allocated for 2021/22 | £20,920 |
| Total amount of funding for 2021/22. To be spent and reported on by 31st July 2022. | £20,920 |

Swimming Data

Please report on your Swimming Data below.

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|---|-----|
| 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 | 41% |
| 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 | 56% |
| What percentage of your current Year 6 cohort perform safe self-rescue in different water-based situations? | 93% |
| 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? | 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: 2021/22 | | 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: % 9.8% |
| Intent | Implementat ion | | 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: | Fundi ng alloca ted: | Evidence of impact: what do pupils now know and what can they now do? What has changed?: | Sustainability and suggested next steps: |
| Continue to provide active learning activities outside of PE lessons for all children across the school. | Offer children different opportunities of being active outside of PE lessons including play times and lunch times, Active Maths, Daily Mile and Extracurricular clubs. Also offering them advice when needed about outside clubs for the children to join. | £ 600 (Active Maths) | Children complete more physical activities during each school week with each class completing the daily mile at least once a week and all classes exposed to Active Maths. There has been an increase in Extra curricular clubs also offered this year link to competitions which has improved the number of children being more active throughout the school week. | Continue to promote active activities throughout the week ensuring each class has it timetabled in to their weekly timetable. Ensure Extra curricular clubs being offered include a wide range of active sessions with high quality equipment being used for the sessions. |
| Raise mental health and wellbeing and importance of this. Development of healthy lifestyle activities. | Children to continue to take part in activities to promote wellbeing and positive self-esteem, whole school Daily Mile Day with the focus on mental health. Providing children with strategies to support them with their mental health, such as mindful senses activity. Healthy lifestyle activities also planned for day as well as trying new fruits. | £1349 (equipment) | All classes were encouraged to focus on a healthy diet during one of the DT topics this year. Healthy food messages are taught in PSE and encouraged through messages to staff. Well Being week and the use of different well being apps e.g. Take Ten deployed across the school to | Continue to ensure mindfulness is a priority within school and children are continually reminded of different self-regulation techniques etc. |

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| Ensuring all children have the correct kit to be able to participate | Spare kits including swimming kits and goggles, towels to be provided for children who do not have these when needed so that all children can participate. | £100 | promote self-regulation techniques and mindfulness included within timetables. | Ensure PE kits are regularly updated to ensure maximum impact is achieved. |
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| Working alongside Deaf Active to promote PE and using sign language across the school | Children to access football sessions hosted by Deaf Active at the Joseph Lappin centre. During these sessions Deaf Active will also promote the use of sign language to communicate to help with life skills. | £0 | Each phase group given box of spare kit to ensure all children are able to take part in all PE lessons, ensuring that 100% of children participate in PE lessons | Continue to work alongside Deaf Active and incorporate more year groups into sessions. |
| Key indicator 2: The profile of PESSPA being raised across the school as a tool for whole school improvement | | | | Percentage of total allocation: |
| | | | | % 62.9% |
| Intent | Implementat ion | | 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: | Fundi ng allocat ed: | Evidence of impact: what do pupils now know and what can they now do? What has changed? | Sustainability and suggested next steps: |
| Development of enthusiastic attitude towards PE for all children. Quality first teaching. | Employment of LSSP to lead PE lessons across the school on a termly rota, along with lunch time/after school clubs for all year groups. Sports Coach to work alongside our teachers to team teach and upskill the teacher's skillset. | £ 11,500 | Every class has had access to coaching and each member of staff has had the opportunity to work alongside coach for CPD purposes. A wide range of sessions taught across the year with a focus on Dance, gymnastics and games being coached for each class to offer staff a wide range of CPD. | Continue to work alongside LSSP coaches to offer CPD and also offer the children a range of different extracurricular clubs. |
| Extra-Curricular clubs | A range of different afterschool and | | Monitoring demonstrated a wide | Maintain competition vision over next academic year and possibly bring house teams into PE competitions |

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| <p>Emphasis on competition across the school and planning to offer every child an opportunity to compete competitively across a range of different sports within PE lessons.</p> <p>Development of sports equipment across the school.</p> | <p>lunch time sporting clubs to be identified in correspondence with upcoming competitions for LSSP and ran across the school by school staff.</p> <p>Competition vision and half termly timetable devised and shared with staff to ensure this competitive nature in school is high profile and carried out within year groups.</p> <p>Additional sports equipment to ensure we have resources to enable all planned sporting activities.</p> | <p>£ 300 (equipment)</p> | <p>range of skills attained across school.</p> <p>Clubs this year have included:</p> <ul style="list-style-type: none"> • Football • Girls football • Matball • Gymnastics • Dance • Multi skills • Athletics • Netball • Basketball • Dodgeball • Rounders | <p>Continue to monitor PE equipment ensuring it is of the best quality for PE lessons</p> |
| | | <p>£1349</p> | | |

| Key indicator 3: Increased confidence, knowledge and skills of all staff in teaching PE and sport | | | | Percentage of total allocation: |
|---|---|--------------------|--|--|
| | | | | 55% |
| 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: |
| All planning for physical development across school has intent, implementation and impact statements | Monitoring of standards of PE across school demonstrates that our planning is having an impact on the skills, and knowledge learnt. | | Tracking of attainment and progress demonstrates that physical education is high profile and children have better standards of PE. | 0% |

| Continuing professional development of staff in relation to physical education and physical activity. | Class teachers and teaching assistants to observe and 'team teach' with LSSP sports coach and coaches from other outside agencies such as Deaf Active CPD opportunities available for all teachers including subject leader, such as PE conference. Opportunities to meet other PE coordinators within our network to speak about how they implement PESSPA in their own schools. | £ 11,500 | All teachers have had the opportunity to team teach dance, gymnastics and games across the year with LSSP coach Lois to enhance CPD. Year 1,2,4 and 5 have all had the opportunity to work alongside Deaf Active to form CPD too. PE team has attended networking session both within LA and LSSP to ensure the PE curriculum is of the highest standards across the school. | Continue to work alongside the LSSP adapting what the coach is teaching so each teacher has the opportunity to team teach a range of sports. PE team to continue to work alongside LA and LSSP through networking meetings and CPD briefings and feed back to staff. |
|---|---|--------------------|---|---|
| Development of assessment methods for physical education | PE team to ensure that the progression of skills and PE overview coincide with teachers planning through moderation. Planning annotated in line with the progression of skills for each year group during subject leader time. | | Planning across the skill clearly shows how the progression of skills is being applied and development seen. | PE team to continue to monitor PE planning and lesson monitoring across next academic year. |
| Key indicator 4: Broader experience of a range of sports and activities offered to all pupils | | | | Percentage of total allocation: |
| | | | | 9.3% |
| 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: |

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| <p>To develop a rich and varied programme of sport</p> <p>School PE overview mapped out to offer a wide range of sport.</p> | <p>Provide a range of sports including dance and gymnastics and raise the profile of these within the school working closely with the LSSP to ensure quality first teaching.</p> <p>PE team to ensure that the curriculum is mapped out so that the children within our school can access a wide range of sports during their time at St. Oswald's and the skills they learn are then transferred effectively to the different sports on offer as the progress through the school.</p> | | <p>PE planning is of high quality and all teachers have team taught both gymnastics and dance to ensure quality provision is provided for all children. All children received a broad and balanced range of sports across the school year at age related level. This then feeds into their next academic year where the progression of skills clearly outlines next steps and clearly shows where the children's learning has developed from in prior years.</p> | <p>PE team to continue to monitor planning and regularly update PE progression of skills to ensure the children continue to develop in all areas of sport.</p> <p>Continue to work alongside the LSSP to provide team teach opportunities for teachers to ensure PE provision is of the highest quality</p> |
| Extra-Curricular Sports | <p>A range of different afterschool and lunch time sporting clubs to be identified in correspondence with upcoming competitions for LSSP and ran across the school by school staff.</p> | £345 (equipment) | <p>A range of extra curricular sporting clubs offered to allow children to experience sports in different context. Clubs this year have included:</p> <ul style="list-style-type: none"> • Football • Girls football • Matball • Gymnastics • Dance • Multi skills • Athletics • Netball • Basketball • Dodgeball • Rounders | <p>Continue to offer a range of extra curricular opportunities which are sports based to offer children different sports in different contexts.</p> |
| Sporting festivals and competitions | <p>Enter a wide range of festivals and competitions through the LSSP and LDCSA for children to experience a range of sports.</p> | £300 affiliation costs | | |
| Sports Week (Summer term) | <p>PE team to host different sporting days to offer during sports week to ensure children can experience a range of different sports/ activities</p> | £314 | | <p>Maintain house competitions across the year leading into sports week to maintain competitive nature of competition across the school. Possibly move this into PE sessions</p> |
| Working with outside agencies/clubs to broaden extra-curricular clubs and workshops | <p>Building links with local teams and outside agencies that can help facilitate sport within our school.</p> <p>Offering a range of extra-curricular</p> | £1000 | <p>Sports Week made high profile with the introduction of a new structure (team based) and trophy for winning house team to boost</p> | |

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| | clubs and providing a range of workshops including those for healthy eating. | | competition across school. | |
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| Key indicator 5: Increased participation in competitive sport | | | | Percentage of total allocation: |
|---|---|--|--|--|
| | | | | 57.3% |
| 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>Entering a wide range of sports competitions</p> <p>Competition more high profile across the school</p> <p>Cost of travel support</p> | <p>Enter a wide range of festivals and competitions through the LSSP and LDCSA for children to experience a range of sports.</p> <p>Competition vision and half termly timetable devised and shared with staff to ensure this competitive nature in school is high profile and carried out within year groups. Celebrate any competitions within assemblies and certificates to be provided. Social media celebrates participation and achievement.</p> <p>School to provide transport to and from different competitions and events to ensure all children have the opportunity to access them</p> | <p>LSSP Membership (£11500)</p> <p>Affiliation costs (£300)</p> <p>£1070</p> | <p>Children have taken part in a competitive inter school competition for this year including:</p> <ul style="list-style-type: none"> • Boccia • New age curling • Basketball • Gymnastics • Football • Netball • Athletics • Matball • Cross country • Footgolf • Girls football • Sports Hall Athletics • Reception Multi skills <p>Competition vision established across school and PE planning to involve 1 intra school competition during each half term to ensure all children are continually involved in competition.</p> <p>Mini buses provided to all events and back again to ensure that all children can access all inter school competitions which has seen opportunities for all children to be involved.</p> | <p>Continue to enter a range of competitions across the school year for all year groups and continue to uphold the competitive vision throughout PE planning to ensure all children are offered opportunities to compete on a regular basis across the school.</p> |

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| Signed off by | |
| Head Teacher: | Mary Walsh |
| Date: | 19/07/22 |
| Subject Leader: | N Mosaid |
| Date: | 15/7/22 |
| Governor: | Tony Hegarty |
| Date: | 19/07/22 |