

Evidencing the use of the PE and Sport Premium funding: Action plan and Impact Review

The DfE Vision for the Primary PE and Sport Premium

ALL pupils leaving primary school **physically literate** and with the **knowledge, skills and motivation** necessary to equip them for a **healthy, active lifestyle** and **lifelong participation** in physical activity and sport.

The funding has been provided to schools to make **additional and sustainable** improvements to the quality of PE and sport they offer. This means that you should use the funding 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

Schools need to ensure **impact** against the following 5 Key Indicators:

1. the engagement of all pupils in regular physical activity - the Chief Medical Officer guidelines recommend that all children and young people aged 5 to 18 engage in at least 60 minutes of physical activity a day, of which 30 minutes should be in school
2. the profile of PE, Sport and Physical Activity being raised across the school as a tool for whole school improvement
3. increased confidence, knowledge and skills of all staff in teaching PE and Sport
4. broader experience of a range of sports and activities offered to all pupils
5. increased participation in competitive sport

It is a statutory requirement of Ofsted, under their Common Inspection Framework, to ensure that information on the use of the Primary PE and Sport Premium and the impact it has had on pupils PE and sport participation and attainment is available on the school website by **31st July 2021**. Schools also have a responsibility to publish on their website the % of children who achieve the expectation for swimming by the end of Year 6.

***In the case of any under-spend from 2019/2020 which has been carried over this must be used and published by 31st July 2021**

You should not use your funding to:

- employ coaches or specialist teachers to cover planning preparation and assessment (PPA) arrangements - these should come out of your core staffing budgets
- teach the minimum requirements of the national curriculum – including those specified for swimming
- fund capital expenditure

If any funding from the academic year 2020/2021 has been carried over you **MUST** complete the following section. Any carried over funding **MUST** be spent by 31st July 2021

Academic Year: September 2020 – July 2021 £20,790 recieved	Total Fund Carried over -£464.95	Date updated 19.01.22		
What key indicator(s) are you going to focus on?				Total carry over funding £
Intent	Implementation	Allocated funds	Impact	Sustainability
Your school focus should be clear how you want to impact on your pupils	Make sure your actions to achieve are linked to your intentions	Carry over funding allocated	Evidence of impact: How can you measure the impact on your pupils; you may have focussed on the difference that PESSPA have made to pupils re-engagement with school. What has changed?	Sustainability and suggested next steps and how does this link with the key indicators on which you are focusing this academic year?

Academic Year:	2021 to 2022 November 2021 received £12, 135.00
Total Funding Allocation:	20,800
Actual Funding Spent:	12391.23 spend by 19.01.22 all written up below including CPD course

PE and Sport Premium Action Plan

Indicator 1: The engagement of <u>all</u> pupils in regular physical activity – the Chief Medical Officer guidelines recommend that all children and young people aged 5 to 18 engage in at least 60 minutes of physical activity a day, of which 30 minutes should be in school			Percentage of total allocation:
Intent	Implementation	Allocated funding	Anticipated outcomes
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		What do you expect pupils to now know and expect them to now do? What do you anticipate the changes to be?
KS2 swimming who are unable to swim or have missed swimming opportunities at lower school aim is give them the opportunity to gain basic survival and learn swimming skills specific to strokes once over fear of water.	Through parent questionnaires, discussions with pupils we fine out the pupils who need targeting. Some information is also passed on from swimming leads. Pupils walk to local pool, take part in between 6 and 12 weeks of swimming. They are taught as a 1:2/3 ratio as a crash course focus. This will help them overcome water fears if they have them, broaden their understanding and experience of what swimming is and give them lifesaving skills. Now year 6 have been completed we will work with the 30+ who can not swim.	£600 Jan to March £1,200 Sept to dec	Pupils give them lifesaving skills. Those who could not swim have now a had the opportunity to swim and all passes basic survival. 100% of year 6 have had access to swimming in ks2 and have basic survival skills. Parents will be given swimming pools information and offered a discount if would like to continue. Parents feel happy and safer to take their child swimming.
Indicator 2: The profile of PE, Sport and Physical Activity being raised across the school as a tool for whole school improvement			Percentage of total allocation:
Intent	Implementation	Allocated funding	Anticipated outcomes
Your school focus should be clear what you want the pupils to know and be able to do	Make sure your actions to achieve are linked to your intentions		What do you expect pupils to now know and expect them to now do?

and about what they need to learn and to consolidate through practice			What do you anticipate the changes to be?
<p>Ssg Transfer/step up day for our new year 5 on their first RBA day on September 6th 2021 – Pupils had a positive 1st day experience at RBA. The even allowed them to consolidate learnt information from the morning while having the opportunity to be active. Gave pupils to learning RBA rules and expectations while having the changes to have fun, getting to know new teachers, classmates and work on skills (such as communication, leadership, team work etc) while being outside of the classroom. and many more.</p> <p>Mini Tennis net and balls (support delivery of new sport and to cope with increase year 5 PE numbers in PE).</p>	<p>Ssg Transfer/step up day for our new year 4's on their first RBA day on September 6th 2021. Pupils moved around a number of events with their new classmates and teachers. It allowed the year 5 team and PE staff to interact and get to know pupils a head of structured lessons. This allowed staff to build relationships and questions in formally.</p> <p>To ensure active lessons and more participation, less standing around and full space have been used.</p>	<p>£3,890.67 transfer activity day.</p> <p>£760 for extra form (no 9 forms not 8).</p> <p>£123 £64.96</p>	<p>Year 5's had the opportunity to acclimatise to RBA environment and aid in their smooth transition to middle school after such a difficult year of schooling and missing the opportunity to get to know class and year team before September.</p> <p>Provide pupils with the following skills; problem solving, team work, self-evaluation, critical thinking, organisational skill, develop communication skills and have the chance to have fun and enjoyment some new experience.</p> <p>To ensure active lessons and more participation, less standing around and full space have been used.</p>

Indicator 3: Increased confidence, knowledge and skills of all staff in teaching Physical Education and Sport

Percentage of total allocation:

Intent	Implementation	Allocated funding	Anticipated outcomes
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		What do you expect pupils to now know and expect them to now do? What do you anticipate the changes to be?
<p>Cheer Leading Autumn Term – To develop staff's knowledge and support safe deliver to pupils.</p> <p>HOD and AHOD will attend the partnership team BEDS&LUTON - Primary PE</p>	<p>Allow pupils to take part in Cheer Leading and Dance in autumn term, resources and sessions delivered by Dancestarz to staff and pupils then some will go on to enter a L1, L2 competition. Supporting Indicator 5</p> <p>Cover requested and agreed to allow both to attend.</p>	<p>£215</p> <p>£350 HOD + AHOD</p>	<p>Staff attending will share knowledge and experience gained from the course with the department and if needed to whole school.</p> <p>This will support the delivery of lessons giving pupil a better opportunity and a</p>

Workshops this is to allow them to network with other teachers in the area, ensure they have the correct knowledge and understanding to support their department and implement the correct curriculum to the pupils Purchase kit for new technician	Once attend the conference and the mini workshops use this to run staff CPD back at RBA to share the new learnt information. Use this knowledge to support the delivery and running of the PE Department. Order and provide starter kit for technician.	£86.80	range of experience in the curricular and in extra-curricular activities. More specific after course Feels part of the team, helps lead and support lesson and clubs as needed with SEN or pupils who need the support to positively engage.
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Indicator 4: Broader experience of a range of sports and activities offered to all pupils	Percentage of total allocation:
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Intent	Implementation	Allocated funding	Anticipated outcomes
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		What do you expect pupils to now know and expect them to now do? What do you anticipate the changes to be?

Increase range of extra-curricular opportunities offered to pupils by external staff which in tern will increase the number of clubs on offer and then number of pupils able to participate and staff are at full capacity with other clubs and fixtures.	Offer the follow Cheer Leading Summer and Autumn Term Cheerleading, dance sessions delivered by Dancestarz SSG HOT SHOT CHALLENGE AND UF/ST/FG club Information is provided if pupils would like to develop this new activity outside of school through a club or organisation. Allows them opportunities to consolidate their learnt skills outside of curriculum time.	£425 Summer £210 Autumn £480 Extra Summer group 1,200 sept to dec 2 Friday Clubs £550 extra 3 rd club. £75 Target Goal 1,000 Friday Spring clubs	Increased participation and progress seen for these specific pupils. Increased development of holistic and whole rounded skills, e.g. communication etc. 80-120 pupils per term have had this opportunity free of charge to the parents and careers. 6 members of staff have been involved to support their skills. Whole school drive – Facebook, PE twitter participation. Lots of positive feeling toward sports, PE lesson and RBAs offers to the pupils. KS2 are all given the opportunity to engage is dance sessions which they
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<p>To install things round school to challenge pupils thinking about resilience, having dreams, setting goals, working hard, British values though inspirational people. Challenge pupils to be active throughout the school day</p>	<p>Create and install anInspirational sports wall (showcase inspirational sportsmen and women across the years/diversity groups etc)</p> <p>.....Active life banner and 4 house banners (promoting well-being, school ethos, active life style, leadership and belonging).</p> <p>Get pupils, parents and the local community involved. They voted for athletes who inspire them.</p>	<p>£912.49</p> <p>£326.06</p> <p>£734.74</p>	<p>otherwise would not have been able to take place increasing L1, L2 competition</p> <p>Pupils inspired by a range of sports people who they can relate to, showing them that anything is possible from any background.</p> <p>Pupils taking part in active activities that they would not normally think to do, in order to keep active at break time on the playground. E.g. pupils challenging themselves to complete a mile around the netball courts. House banners, creating a house ethos and buzz around school and excitement about the opportunities the house system will offer next. Used when evaluate and assessing work.</p>
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<p>Indicator 5: Increased participation in competitive sport</p>	<p>Percentage of total allocation:</p>
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Intent	Implementation	Allocated funding	Anticipated outcomes
<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>What do you expect pupils to now know and expect them to now do? What do you anticipate the changes to be?</p>

To be completed in Summer term

PE and Sport Premium Impact Review

Indicator 1: The engagement of all pupils in regular physical activity – the Chief Medical Officer guidelines recommend that all children and young people aged 5 to 18 engage in at least 60 minutes of physical activity a day, of which 30 minutes should be in school				Percentage of total allocation:
				%
Intent	Implementation	Actual Cost	Impact	Sustainability and suggested next steps
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		What do pupils now know and what can they now do? What has changed? <u>Provide evidence</u> on impact on participation and attainment	
			WIDER IMPACT AS A RESULT OF ABOVE	
Indicator 2: The profile of PE, Sport and Physical Activity being raised across the school as a tool for whole school improvement				Percentage of total allocation:
				%
Intent	Implementation	Actual Cost	Impact	Sustainability and suggested next steps
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		What do pupils now know and what can they now do? What has changed? <u>Provide evidence</u> on impact on participation and attainment	
			WIDER IMPACT AS A RESULT OF ABOVE	
Indicator 3: Increased confidence, knowledge and skills of all staff in teaching Physical Education and sport				Percentage of total allocation:
				%
Intent	Implementation	Actual Cost	Impact	Sustainability and suggested next steps
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		What do pupils now know and what can they now do? What has changed? <u>Provide evidence</u> on impact on participation and attainment	
			WIDER IMPACT AS A RESULT OF ABOVE	

Indicator 4: Broader experience of a range of sports and activities offered to all pupils				Percentage of total allocation:
				%
Intent	Implementation	Actual Cost	Impact	Sustainability and suggested next steps
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		What do pupils now know and what can they now do? What has changed? <u>Provide evidence</u> on impact on participation and attainment	
			WIDER IMPACT AS A RESULT OF ABOVE	
Indicator 5: Increased participation in competitive sport				Percentage of total allocation:
				%
Intent	Implementation	Actual Cost	Impact	Sustainability and suggested next steps
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		What do pupils now know and what can they now do? What has changed? <u>Provide evidence</u> on impact on participation and attainment	
			WIDER IMPACT AS A RESULT OF ABOVE	

Meeting National Curriculum Requirements for Swimming and Water Safety

House water safety poster, video delivered in summer term to all year's in form time (10-15minutes activity)

Online recourse video uses as a warm up for KS2 Summer term or wet weather lesson as previous years

<p>The pupil outcomes of the statements below <u>must</u> be reported on the school website for the current Year 6 cohort</p>	<p>Current Cohort year 6 2021 2021-22</p>
<p>What percentage of Year 6 pupils can swim competently, confidently and proficiently over a distance of at least 25 metres?</p>	<p>Start of year 5 62% now end of year 6 (2022) 89% (20 now safe in water 5 skill not able to swim).</p>
<p>What percentage of Year 6 pupils can use a range of strokes effectively [for example, front crawl, backstroke and breaststroke]?</p>	<p>59%</p>
<p>What percentage of Year 6 pupils can perform safe self-rescue in different water-based situations?</p>	<p>38.1%</p>
<p>Schools can choose to use their 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>	<p>Yes 89% (20 now safe in water 5 skill not able to swim).</p>

(See summary spreadsheet for full details of key impact for each year)

Additional information that could form the basis of a report to governors

Financial Year	Budget	Actual Spend	Key Impact for each year
2013 - 2014	10,265	10,265	
2014 - 2015	10,195	10,195	
2015 - 2016	10,300	10,300	
2016 - 2017	10,400	10,400	
2017 – 2018	20,800	20,800	
2018 – 2019	£20,750.00	£19,800.00	
2019 – 2020	£20,790.00	6,700.62	
2020 – 2021	£20,790.00	14,089.38 underspend spent over spent by 464.95 on 2020 – 2021's allocation	
2021 - 2022	£20,800.00	12041.23 spend by 14.01.21	

Summary of key achievements for 2020-2021	Summary of key plans for 2021-2022
<p>To obtain some normality to the delivery to lessons, clubs and fixtures.</p> <p>To develop ICT resources and equipment within PE</p> <p>To provide KS2 pupils with the following skills; problem solving, team work, self-evaluation, critical thinking, organisational skill, develop communication skills and have the chance to have fun and enjoyment some new experience which have been missed due to cancellation of trips and residential over the pandemic.</p>	<p>Increase extracurricular opportunities and added to the range or activities delivered to pupils with not impact to staff's wellbeing and parents financially.</p> <p>Provide positive opportunity's through sports and activity to develop key fundamentals pupils have missed out on due to COVID 19 Pandemic.</p>

Signed off by		Date
PE Lead	Sarah Robson	
Headteacher	Sam Farmer	
Governor		