

Evidencing the impact of the Primary PE and sport premium

AMCPS

Primary PE and Sport
Premium Spending Review
2021-2022

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 further 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](#).

Created by:



Supported by:



Details with regard to funding

Please complete the table below.

Total amount carried over from 2019/20	£0
Total amount allocated for 2020/21	£19,000
How much (if any) do you intend to carry over from this total fund into 2021/22?	£0
Total amount allocated for 2021/22	£20,070
Total amount of funding for 2021/22. To be spent and reported on by 31st July 2022.	£20,070

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. 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 2020. Please see note above</p>	56/64 = 87.5%
<p>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</p>	55/64=86%
<p>What percentage of your current Year 6 cohort perform safe self-rescue in different water-based situations?</p>	87.5% <i>(100% Theory 87.5 relates to confidence in water)</i>
<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

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: £20,070		Date Updated: July 2021	
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: 22%
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?
Increase overall engagement of all pupils, through use of additional staffing to ensure planned extracurricular PE is available throughout playtimes and lunchtimes plus additional free afterschool clubs.		Specialist PE coach employed to engage children in activities throughout the day and after school. Lunchtime and playtime rotas established to encourage all children to engage in organised activities throughout the week, above and beyond those normal achieved through free play.		£4,480	This had a huge impact both on physical activity and social emotional wellbeing. Children were not only more active, but focused and in a place where their emotional wellbeing was considered. The coach added a level of SEMH work to his sports coaching and facilitation.
Key indicator 2: The profile of PESSPA being raised across the school as a tool for whole school improvement					Percentage of total allocation: 15%
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?

<p>We want all pupils to regard Physical Education, School Sport and Physical Activity has a high priority within their lives as well as the school.</p> <p>To demonstrate our commitment to such a target by organising events for others to attend and promoting our activities in Newsletters and Twitter</p>	<p>Key personnel have high profile among staff and children, with excellent role models acting in these roles.</p> <p>Daily opportunities for physical activity are promoted both generally and specifically where there is a reluctance to engage in greater levels of activity. (Clubs such as Ative8 and This Girl Can are examples of this.)</p> <p>An additional need to continue the recovery from Covid lockdowns is also addressed here, with children who have spent too much time indoors on computers identified to target more physical activities.</p> <p>Organise the Mini-March-Hare 5k for children across the Trust.</p> <p>Maintain Twitter pages and ensure reference is constantly made to the importance of PESSPA.</p>	<p>£3,000</p>	<p>PE has an enormously high profile both from inter school competitive engagement and participative sport for all activities, including the involvement of previously hard to reach groups.</p> <p>50% of SLT lead sporting groups and activities, with many other staff also leading a sports club / activity. Active8 focussed on children not previously interested in sport (or perceived too unathletic to enjoy it) and this was a huge success, with many agreeing to go further and join the STFC Project Me activities on a weekly basis.</p> <p>This Girl Can was also a huge success – the profile of sport raised even higher by the appointing of our first girl captain of the main school football team, along with the amalgamation of all football clubs to one session/night. Meaning all developed a belonging to football, not an elite or not so sporty group on different nights – they all walked out together.</p> <p>The ‘Hare’ didn’t take place, but the running club was so well attended we needed additional staff to supervise our runs into the community.</p>	<p>This has a good chance of sustainability moving forward with reallocation of roles within staff.</p> <p>Policies allow freedom to use exercise and outdoor movement as an inspiration across the curriculum, EG Active Maths.</p> <p>We are developing a sustainable suite of activities to run inter-school that are both participative and competitive but focus on those not normally selected for our current interschool competitions.</p> <p>This may mean the age varies as well as ‘ability’.</p>
--	--	---------------	---	--

Key indicator 4: Broader experience of a range of sports and activities offered to all pupils				Percentage of total allocation: 30%
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:
Children to engage in a wider range of sports both competitive and participative. To allow children to participate in leagues and festivals across a range of outdoor activities, including some residential trips which focus on active lifestyles and healthy living.	Additional staffing to accompany children to competitions and sporting events – broadening the range and type of events able to be attended. Transport to and from events to allow full participation without relying on private vehicles during covid. Additional staffing to attend residential trips that encourage outdoor activities and physical activity, thus enabling much better ratios of skilled staff for these activities.	£6,000	We were able to both double the number of tournaments we entered this year and send sports staff to support and organise at these events. The additional staff at The Wilderness Activity Week further enhanced the enjoyment and participation of children in activities, with 100% having a go at all activities. The focus on making their own lunches and planning their days added to the children’s awareness of and ability to discuss healthy lifestyles and healthy living. The bringing of additional activities to school EG Climbing Wall – equally improved access to activities for all pupils, including those who would not normally try any sport, and extended experiences for those who are sporting but in a more traditional team-sport context.	Once the tradition of these activities is established, we may be able to encourage volunteers to continue the support. Sustainability is difficult for this as it relies on additional funding to extend the amount of events we are able to attend. Some sustainability is possible but at a much-reduced rate since such activities would be competing for school’s general funds and not from dedicated funding..

Key indicator 5: Increased participation in competitive sport				Percentage of total allocation:
				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:
Focus on 2 major sports currently not offered to enable greater participation in competitive sport. Focus on Rugby and Tennis.	Utilise existing provision to focus on Rugby – with additional club offered by teacher. Specialist Teacher for Tennis to run club (venue and subsidised participation costs)	£600	<i>We were successful in numbers interested and the variety of children coming to join. We were able to develop a squad that entered their first tournament, with both whole class teaching through a module delivered by additional PE Sessions by the PE Coach and the after-school Club run by a teacher.</i> <i>This was extremely well attended – we will now look at whether paying for facilities - to provide access to a sport we don't provide and free places to PPG children is a good policy. Charging for the facilities, rather than paying for them, could make another area of this plan more sustainable now the Tennis coach has a captive audience for generating income.</i>	This will become more sustainable by the coach charging privately for sessions, offering additional places for children from school considered to be talented but without the ability to pay for the sessions. School may start to make a discounted charge for facilities to assist other areas of the plan.
Additional achievements:	Previously we have increased the number of active minutes per pupil as a result of our fitness areas, including running track and fitness equipment. We have also trained our teaching staff in ball skills and gymnastics, to a higher level of confidence than previously, both of which are now controlled totally by class teachers. We have increased the number of clubs and opportunities outside school for both competitive teams and simple enjoyment. A large number of children engage in sporting clubs (EG 40+ in running club and the same in football clubs) We are the organisers of several Trust-wide events including the Lockdown Games – where children across all our school competed in the school hall across ZOOM (with members of each team in every school).			

JULY 2022 – Review of ACADEMIC YEAR 2021-2022

Signed off by:

Head Teacher:	Bob Buckley
Date:	23 rd July 2021
Subject Leader:	Tom Stratton & Stuart Shore & Lu Farmer (FS)
Date:	July 2022
Governor:	Mr J Stanford
Date:	24 th July 2022