

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 ensure impact against the following Objective and Indicators:

To achieve self-sustaining improvement in the quality of PE and sport in primary schools.

We would expect indicators of such improvement to include:

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 and sport 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 important to emphasise that the focus of spending must be sustainable and leave a lasting legacy beyond the funding allocation.

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 2022**. 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.

Schools must use the funding to make **additional and sustainable** improvements to the quality of PE and sport they offer. You should not however 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

This template is designed to support you in your planning and reporting of the PE and Sport Premium funding for over an academic year. Once completed it must be published on your website.

Academic Year:	2021-2022
Total Funding Allocation:	£17,650 + 581.66 (carried over)
Actual Funding Spent:	£18,230.90

PE and Sport Premium Action Plan

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:
Objective with clarity on intended impact on pupils	Key Actions	Allocated funding	Anticipated outcomes
To encourage children to take up more sports or physical activities.	Purchase equipment and games to be used during playtimes and lunchtimes to encourage children to be more active. Provide opportunities for children to experience new sports and activities. Purchase rewards for children who are making an effort to become more active during the school day e.g. active travels to and from school and participating in additional activities provided.	£2,000	Physical activity will be embedded into the children's day through active playground. Children will have the incentive to be more active and become healthier.
To ensure children are more active throughout the day in the classroom.	Purchase 'imoves' subscription as a tool for learning and 'brain breaks'.	£997	Children will increase their physical activity in the classroom, learning will be more active and children will be introduced to a wider variety of activities.
Indicator 2: The profile of PE and sport being raised across the school as a tool for whole school improvement			Percentage of total allocation:
Objective with clarity on intended impact on pupils	Key Actions	Allocated funding	Anticipated outcomes
To use specialised sports coaches to deliver weekly P.E. sessions which enthuse and motivate all pupils.	Pro Sports Academy (PSA) to provide specialist, high-quality PE lessons once a week, to every year group in the school for the whole year.	PE coaching £6500	Children will make at least good progress due to the specialised teaching which will

	Teachers and teaching assistants will observe and participate in the sessions. PSA will provide the school with lesson plans in the agreed format for each session and evaluations of the children's progress at the end of each term.		develop their skills in all areas the PE curriculum. Staff will further develop their confidence and skills in teaching PE. Teachers will have a clear understanding of their class' coverage and progression in the PE curriculum
To ensure suitable, high-quality equipment is available to use in PE lessons.	Purchase sport and skill-specific equipment for teachers to use when delivering PE lessons.	£3000	Children will have the opportunity to use a range of equipment and teachers will have the resources to deliver good quality PE lessons.
Indicator 3: Increased confidence, knowledge and skills of all staff in teaching Physical Education and sport			Percentage of total allocation:
Objective with clarity on intended impact on pupils	Key Actions	Allocated funding	Anticipated outcomes
To ensure staff are equipped to deliver high-quality PE lessons.	Planning and assessment tools purchased from Primary PE Planning to provide staff with lesson plans and videos.	£995	The staff will have new ideas on how to keep children more active and feel more confident delivering high-quality PE lessons. Staff will develop their skills and confidence in teaching a variety of sports and skills in PE.
Indicator 4: Broader experience of a range of sports and activities offered to all pupils			Percentage of total allocation:
Objective with clarity on intended impact on pupils	Key Actions	Allocated funding	Anticipated outcomes
To provide Bikeability training to upper KS2		£170	Children in upper KS2 will develop their road-safety and physical skills, using different skills to those they use in PE lessons.
To train upper Key Stage 2 pupils to become Young Leaders.	The package purchased through the School Games Organiser includes Young Leader training.	(SGO package £1,650)	Trained Young Leaders will be able to organise games and activities for children throughout the school.
To provide children with a 'taster' of a variety of sports and activities.	The package purchased through the School Games Organiser includes and 'alternative sports day'.	(SGO package £1,650)	Children will be exposed to a range of sports and activities, which they may not have encountered during PE lessons.
Indicator 5: Increased participation in competitive sport			Percentage of total allocation:
Objective with clarity on intended impact on pupils	Key Actions	Allocated funding	Anticipated outcomes

<p>To participate in appropriate competitive school sport.</p>	<p>The package purchased through the School Games Organiser includes competitions fees and prizes.</p> <p>Pay for pitch hire and referees for the participation in the School boys Middlesex Football League</p>	<p>(SGO package £1,650)</p> <p>£250</p>	<p>Children will have the opportunity to participate and develop their skills in a range of sports and activities.</p> <p>Children will develop their sportsmanship and teamwork skills.</p>
<p>To set up and resource sports teams.</p>	<p>Equipment, resources and kits will be bought to help establish/maintain sports teams for both boys and girls in Key Stage 1 and 2.</p>	<p>£500</p>	<p>Children will have the opportunity to participate in competitive sport and receive coaching for a specific sport. Football team will have appropriate kit and facilities to use for training and matches.</p>

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: £
Key Actions taken	Actual Outcomes	Actual Cost	Impact (school, staff, pupils) with Evidence	Sustainability and suggested next steps
<p>Purchased some equipment and games to be used during playtimes and lunchtimes to encourage children to be more active.</p> <p>An order of more equipment will be placed over the summer/in early September to ensure more children have access to equipment at the same time.</p>	<p>Once bubbles were removed in the Summer term, it was evident that more equipment was needed for all children to use on the playground.</p> <p>Children were more active when using the equipment.</p>	<p>£373.57</p> <p>£1,696</p>	<p>Staff on duty during playtime and lunchtime noted that children were more active and participated well in the activities.</p> <p>Children enjoyed having structures activities and less active children participated with their peers.</p> <p>Children were exposed to activities which they had little or no experience of, as well as having the opportunity to further develop skills which they have learnt in PE sessions.</p>	<p>Children will be able to continue to use the equipment to remain engaged in physical activity during playtimes and lunchtimes.</p> <p>Next steps: To ensure that a greater volume of equipment is purchased in order for more children to participate in activities at the same time. Encourage children to participate in activities with children outside of their year group.</p>
<p>Purchased 'imoves' subscription as a tool for learning and 'brain breaks'.</p>	<p>Teachers have been using 'imoves' for short bursts of activity during teaching time.</p>	<p>£997</p>	<p>Children are more active in the classroom and teachers are better able to refocus the class; particularly in the afternoons.</p>	<p>Active burst/brain breaks will continue to be used throughout the school day.</p>
			<p>WIDER IMPACT AS A RESULT OF ABOVE</p> <p>Children feel more confident to engage in new activities and have a better understanding of how a healthy body helps to keep a healthy mind.</p>	
Indicator 2: The profile of PE and sport being raised across the school as a tool for whole school improvement				Percentage of total allocation: £

Key Actions taken	Actual Outcomes	Actual Cost	Impact (school, staff, pupils) with Evidence	Sustainability and suggested next steps
<p>PSA provided specialist, high-quality PE lessons once a week, to every year group in the school for the whole year. Teachers and teaching assistants were able to observe and participate in the sessions.</p> <p>Future Games provided the school with lesson plans for each session and evaluations of the children's progress at the end of each term.</p> <p>The Future Games provided a couple of 'enrichment' days so children could experience activities which they wouldn't normally in PE lessons e.g. archery.</p>	<p>Staff observed and participated in these sessions and teachers were able to use the same planning format as the coaches. Children were exposed to a range of new sports and activities.</p>	<p>PE coaching £6530</p>	<p>Staff were more confident delivering the second PE session of the week - which linked to the skills taught in the lesson led by PSA.</p> <p>The children expressed their enjoyment of PE lessons through a pupil questionnaire as well as explaining how they are challenged during their PE lessons and feel that they have improved their skills and abilities.</p> <p>Teacher assessments show that children are making progress within their year group within each area of PE.</p>	<p>To move towards teachers teaching a greater portion of the PE lessons each week and observing sports coaches less.</p>
<p>Sport and skill-specific equipment was purchased for teachers to use when delivering PE lessons.</p>	<p>PE equipment was purchased late in the summer term, so the resources will be ready to use in September.</p>	<p>£4,261.30</p>	<p>PE lessons will be fully resources with high-quality equipment from September.</p>	<p>To ensure that equipment is audited and ordered on a regular basis.</p>
			<p>WIDER IMPACT AS A RESULT OF ABOVE</p> <p>Children have had the opportunity to be taught by sports coaches who provide them with different role models and encourage them to develop positive relationships with others.</p>	
<p>Indicator 3: Increased confidence, knowledge and skills of all staff in teaching Physical Education and sport</p>				<p>Percentage of total allocation: £165</p>
Key Actions taken	Actual Outcomes	Actual Cost	Impact (school, staff, pupils) with Evidence	Sustainability and suggested next steps
<p>Planning and assessment tools purchased from Primary PE Planning to provide staff with lesson plans and videos.</p>	<p>Teachers expressed how useful the planning tools were and how the resources and videos helped them to develop their subject knowledge.</p> <p>Feedback from teachers suggested that some topics e.g.</p>	<p>£995</p>	<p>Teachers now have a bank of resources and knowledge of a variety of sport and skills to help them deliver high-quality lessons.</p> <p>Teachers are more confident in assessing children's progress in PE in more detail.</p>	<p>To ensure that staff who cover lessons are confident in using the PE planning.</p> <p>To review the PE long term with the teachers, to ensure that the correct amount of time is allocated to each topic.</p>

	yoga, did not need as many lessons dedicated to it, as children made progress in a shorter amount of time than expected.			Teachers can also suggest new topics based on their knowledge of their class' interests, which in turn could help get more children involved in sports outside of their PE lessons.
			WIDER IMPACT AS A RESULT OF ABOVE Data about the children in each year group is being used more to plan for more opportunities for physical activity.	
Indicator 4: Broader experience of a range of sports and activities offered to all pupils				Percentage of total allocation: £
Key Actions taken	Actual Outcomes	Actual Cost	Impact (school, staff, pupils) with Evidence	Sustainability and suggested next steps
Bikeability		£170	Children in upper KS2 developed their road-safety and physical skills, using different skills to those they use in PE lessons.	To look into creating specific extra-curricular sports clubs for less active children.
Children in Years 5 and 6 were trained as Young Leaders by the SGO	Young Leaders arranged activities and competitions for the younger year groups. This increased the amount of structured activities that were available during lunchtimes.	(SGO package £950)	Children in Year 5 and 6 have developed a good understanding and confidence to plan and deliver exciting activities to younger year groups.	To continue to develop the role of the Young Leaders – giving them greater responsibility in the planning and implementation of lunchtime activities.
SGO organised an 'alternative sports day'.	Children were able to try out a variety of sports and activities in a non-competitive environment.	(SGO package £950)	Children were able to experience sports and activities, which they may not have been exposed to in their PE lessons. The children all enjoyed participating in the sports day and were shown alternative ways to be active.	To continue to provide children with opportunities to experience a range of sports and activities which they haven't covered in their PE lessons.
			WIDER IMPACT AS A RESULT OF ABOVE Children participating in these activities have developed a greater self-confidence and teamwork skills. They have been able to interact with children who they may not necessarily socialise with, so this has developed their social skills.	

Indicator 5: Increased participation in competitive sport				Percentage of total allocation: £
Key Actions taken	Actual Outcomes	Actual Cost	Impact (school, staff, pupils) with Evidence	Sustainability and suggested next steps
<p>The package purchased through the School Games Organiser includes competitions fees and prizes.</p> <p>Equipment such as training footballs and pop-up goals were purchased for the football club</p>	<p>Children were all able to participate in the some of the Dunstable and Houghton Regis School Games competitions.</p> <p>The boys' football team were able to train regularly and this helped them to win the football cup.</p>	<p>(SGO package £950)</p> <p>£2,258.03</p>	<p>All children were able to experience participating in a competition. They were excited about competing against other local schools and working hard to achieve their best personal scores.</p> <p>Having the correct equipment gave the children pride in playing for their school and helped them to demonstrate good teamwork and sportsmanship skills.</p>	<p>To enter into more competitions in the next academic year.</p>
			<p>WIDER IMPACT AS A RESULT OF ABOVE</p> <p>The competitions had a positive impact on the school community and children were proud that their school was being represented in a competition.</p>	

Meeting National Curriculum Requirements for Swimming and Water Safety

The pupil outcomes of the statements below <u>must</u> be reported on the school website for the current Year 6 cohort	
What percentage of Year 6 pupils can swim competently, confidently and proficiently over a distance of at least 25 metres ?	78%
What percentage of Year 6 pupils can use a range of strokes effectively [for example, front crawl, backstroke and breaststroke]?	78%
What percentage of Year 6 pupils can perform safe self-rescue in different water-based situations?	37%
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?	YES/NO

Next Steps - Our Plans for 2022-23 and how we will sustain the improvements

- Provide children with opportunities to visit stadiums/attend sporting events to raise the profile of sport.
- Ensure that any new/returning staff are confident in using the planning in order to deliver high-quality PE lessons.
- Update/replace damaged or worn equipment.
- Purchase equipment specifically for SEN/children with mobility difficulties.
- To increase participation in 'live' events for children of all abilities.