



PE AND SPORT PREMIUM REPORT 2021 – 22

#TransformingLives

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 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](#).



Details with regard to funding

Please complete the table below.

Total amount carried over from 2019/20	£0.00
Total amount allocated for 2020/21	£0.00
How much (if any) do you intend to carry over from this total fund into 2021/22?	£0.00
Total amount allocated for 2021/22	£19,050
Total amount of funding for 2021/22. To be spent and reported on by 31st July 2022.	£19,050

Swimming Data

Please report on your Swimming Data below.

<p>Meeting national curriculum requirements for swimming and water safety.</p> <p>N.B. Complete this section to your best ability. For example, you might have practiced safe self-rescue techniques on dry land which you can then transfer to the pool when school swimming restarts.</p> <p>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>Children have been unable to take part in swimming lessons due to Covid-19 since March 2020.</p>
<p>What percentage of your current Year 6 cohort swim competently, confidently and proficiently over a distance of at least 25 metres?</p> <p>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>	<p>Unable to report on this due to Covid-19, we do not have data for this.</p>
<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>	<p>Unable to report on this due to Covid-19, we do not have data for this.</p>
<p>What percentage of your current Year 6 cohort perform safe self-rescue in different water-based situations?</p>	<p>Unable to report on this due to Covid-19, we do not have data for this.</p>
<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>	<p>No</p>

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: 2020/21	Total fund allocated: £19,050	Date Updated:		
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: 57%
Intent	Implementation		Evidence and 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?
<ul style="list-style-type: none"> Engagement of all pupils in regular physical activity – kick starting healthy active lifestyles Ensure learning behaviours are appropriate during lunchtimes Provide a multi-purpose gym-trail for Key Stage one students to use on a daily basis 	<ul style="list-style-type: none"> Healthy eating workshops incorporated into PE lessons with sports coach. Purchase playground boxes with age appropriate equipment for children to use including footballs, netballs, skipping ropes, tennis equipment etc. Sports coaches and play leaders to appropriately model how to use this to gain its full potential fitness wise. 	<ul style="list-style-type: none"> £300 £1000 £9,625 	<p>Healthy cooking classes were introduced not only to the children but the parents as well. The PE team alongside the pastoral team invited families in to learn how to budget and prepare healthy and cheap meals.</p> <p>Playground equipment boxes were bought and embedded into the children’s play times. Pupil leaders were nominated to look after these boxes.</p> <p>Games were created by the PE coaches that are being used by the children.</p>	<p>Sustainability and suggested next steps:</p> <p>To introduce cooking classes for the whole of KS2 as part of their enrichment afternoon next year.</p> <p>To purchase more robust equipment.</p>

Key indicator 2: The profile of PESSPA being raised across the school as a tool for whole school improvement				Percentage of total allocation:
				13%
Intent	Implementation		Evidence and 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:
<ul style="list-style-type: none"> Encourage pupils to participate in sport and festivals beyond the school day and within the community. 	<ul style="list-style-type: none"> Staff and Sports coaches to establish contacts in order to promote community links and develop more opportunities for competitive sport. 	£2,500 (Transport/mini bus hire).	Ravens joined both the netball and football leagues in the local area. The next step is to join the dodgeball association.	To join more leagues such as dodgeball and rugby.
Key indicator 3: Increased confidence, knowledge and skills of all staff in teaching PE and sport				Percentage of total allocation:
				0%
Intent	Implementation		Evidence and 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:
<ul style="list-style-type: none"> Increase teacher's confidence by developing their knowledge and skills when delivering PE through PD led by Sports Coaches To develop and maintain staff confidence in PE through 'deliberate practice' 	<ul style="list-style-type: none"> Review PE Long term schemes with Sports Coaches Whole staff professional development to include teachers and teaching assistants on INSET day. 		Teachers now lead the PE sessions with the support of the PE coaches and PE Lead. Staff training led by the PE lead and physical demonstrations were held.	For the PE lead to do more observations and to create action plans for the teachers that require more support.

	<ul style="list-style-type: none"> • Sports Coaches to plan and undertake a series of lesson observations, team teaching and 'deliberate practice' strategies with all staff to develop teaching, learning and assessment in physical education. (Spring and summer term) • Sports Coaches to meet with a broad range of pupils to talk about their PE lessons and to ascertain their knowledge and understanding of the subject – evaluations to feed into MERS cycle. • Sports Coaches to support new staff and RQTs in school with planning for delivery of physical education. 		<p>Class teachers feel more confident in delivering outside PE learning. But also, on different behavior management techniques. For example, the use of a whistle, the use of space and the use of equipment that all differs from being inside a classroom.</p> <p>Class teachers now meet with students on a day-to-day basis where their PE needs can be more flexibly met due to being with them all day.</p>	
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Key indicator 4: Broader experience of a range of sports and activities offered to all pupils Percentage of total allocation: 27%

Intent	Implementation		Evidence and Impact	
<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>Funding allocated:</p>	<p>Evidence of impact: what do pupils now know and what can they now do? What has changed?</p>	<p>Sustainability and suggested next steps:</p>
<ul style="list-style-type: none"> • Encourage children to develop interests in a wider variety of sports. • Clubs offered by Sports Coaches with a wider variety of sporting opportunities to encourage the children to participate in wider sporting opportunities. 	<ul style="list-style-type: none"> • Raise the profile of sporting activities through incentives including house points and awards, inviting athletes in for workshops and sports coaches to deliver sports/Olympics weeks 	<p>£600</p>	<p>Sports week/Olympics week included opportunities for pupils to be competitive from Nursery through to Year 6 and this was thoroughly enjoyed by all participating pupils and staff members.</p>	<p>To invite sportsmen/women into school to deliver talks/assemblies.</p> <p>To purchase gym equipment for the middle of the sports track.</p>

<ul style="list-style-type: none"> To install a long-jump pit in the centre of the running track to promote a love for athletics 	<p>seasonal sport, and competition entries including: netball, multi-sports and Judo in order to engage all pupils.</p> <ul style="list-style-type: none"> Sports coaches to model how to appropriately use the pit and how to manage and maintain it. 	<p>£4,520</p>	<p>Karate to be introduced in next years enrichment afternoons to give the children a wider range of sporting opportunities.</p>	
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Key indicator 5: Increased participation in competitive sport			Percentage of total allocation:	
			3%	
Intent	Implementation		Evidence and 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:	Sustainability and suggested next steps:
<ul style="list-style-type: none"> Provide opportunities for pupils across the school to represent Ravens Academy in competitions and festivals. School values and ethos are complimented by sporting values. Development of sports day to include more competitive elements within key stages and linked to whole school house competitions. 	<ul style="list-style-type: none"> Raising the profile of PE in school during achievement assemblies e.g Sportsmanship awards. Play leaders and School Sports coaches to lead interschool competitions during lunchtimes in football, netball, running and table tennis. Sports day competitive activities to provide greater inter-class competition through the use of upgraded equipment. 	£300 £205	Evidence of impact: what do pupils now know and what can they now do? What has changed? Hall of Fame certificates are now handed out for physical education hard work and not just English and Maths. This is creating some inter-house competition. Children can physically be seen taking the lead on certain games such as four-ball or running races that the sports coaches previously introduced.	To create more of a pupil leadership team that focuses more on 'play time games' than competitions.

Signed off by	
Head Teacher:	Valerie Rose
Date:	22.07.2021
Subject Leader:	Charley Minter
Date:	22.07.2021
Governor:	
Date:	