

Evidencing the impact of the Primary PE and sport premium

Website Reporting Tool Revised July 2021

Commissioned by



Department for Education

Created by





It is important that your grant is used effectively and based on school need. The <u>Education Inspection Framework</u> 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 <u>Quality of Education</u> 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.

 $Please visit \underline{gov.uk} for the revised Df Eguidance including the 5 key indicators across which schools should demonstrate an improvement. This document will help you to review your provision and to report your spend. Df Eencour ages schools to use this template as an effective way of meeting the reporting requirements of the Primary PE and sport premium. \\$

We recommend you start by reflecting on the impact of current provision and reviewing the previous spend.

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 2023. To see an example of how to complete the table please click <u>HERE</u>.













Details with regard to funding Please complete the table below.

| Total amount carried over from 2021/22 | |
|---|---------|
| Total amount allocated for 2022/23 | £19.600 |
| Total amount of funding for 2021/22. To be spent and reported on by 31st July 2023. | |

Swimming Data

Please report on your Swimming Data below.

| 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? | 95% |
| 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 2023. Please see note above | |
| 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 | 85% |
| What percentage of your current Year 6 cohort perform safe self-rescue in different water-based situations? | 75% |
| 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? | Yes |













Action Plan and Budget Tracking

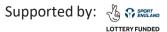
Capture your intended annual spend against the 5 key indicators. Clarify the success criteria and evidence of impact that you intend to measure to evaluate for pupils today and for the future.

| Academic Year: 2022/23 | Total fund allocated: | otal fund allocated: Date Updated: September 2022 | | |
|---|---|---|--|---|
| Key indicator 1: The engagement of <u>all</u> pupils in regular physical activity – Chief Medical Officers guidelines recommend that | | Percentage of total allocation: | | |
| primary school pupils undertake at le | ast 30 minutes of physical activity a c | lay in school | | 41% |
| 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: |
| mile To keep developing sports leaders in school to run lunchtime activities. Increase pupils' activity levels throughout the day Ensure pupils understand the role of movement in the development of their own physical literacy, fitness and wellbeing | Buy in to HBSSPAN Primary PE and Sport provision and membership 2022-2023 Sports Leadership opportunities including the Sports Ambassadors programme and playground leadership Inclusive and disability sport opportunities for SEND pupils Headteacher and P.E. Subject leader to plan how to maximize the use of the school grounds to extend lunchtime provision, including training the lunchtime team in managing sports leaders Carry out assessment of fixed equipment to see if it is still fit for purpose and replace new equipment if required Purchase additional resources where required | £1.090 £2,000 £750 | part of the school games mark to achieve the Platinum standard. • All pupils involved in the daily mile each day across each year which has enabled them to understand the importance of physical activity. • Audited equipment and purchased appropriate items to increase and promote participation at playtime and lunchtime • Purchased equipment for pupils to attend morning session of activity targeting those that require extra activities around balance and movement. • Monitored the range and number of activities being led by RD and lunchtime supervisors and play leaders. Participation increased and | the school so all children feel part of a team and enable easier intra sport competitions to develop throughout the year. This has now been agreed for the next academic year. • Continue to source external |
| | • RD to teach all swimming to maintain consistency across all year groups and | £4150 | feedback from children was good. | |













| | enabling the opportunity to target those children that need extra session to increase their confidence. A being raised across the school as a to | pol for whole sch | ool improvement | Percentage of total allocation: |
|--|--|-----------------------|---|--|
| 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: |
| the school (pupil reward and recognition of pupils) • Look to develop the early morning club into a breakfast sporting club – pupils to have a healthy breakfast in addition to engaging in early morning exercise. This will emphasise the importance of how a healthy breakfast kick starts the day and | Leaders through in house training using Real PE • Promote PE and Sports and celebrate achievements through Newsletters, assemblies, notice boards, website & social media • Early morning sports club (or a suitable time in the day) for those that | £1,500 | More events were entered targeting SEND children with great success. This gave them more confidence in school, not just in PE, but also the wider curriculum. All external sport competitions mentioned and celebrated in assembly which has increased the enthusiasm and participation in events. Continued positive feedback of the Real PE scheme. Teachers have become more confident in the teaching of PE and consequently the children are learning how to reflect, coach and officiate as part of the scheme. All children participated in sports day which demonstrated a competitive attitude of the children and equally as important good sportsmanship. | |













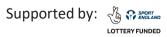
| (sports coaches and staff working alongside each other). | | |
|---|--|--|
| • To promote and celebrate PE and sport at Burbage Junior School in order to increase physical activity uptake and to build links to the School's character statements, teaching the children the importance of resilience, achievement and teamwork etc. | | |

| Key indicator 3: Increased confidence | e, knowledge and skills of all staff in t | eaching PE and | l sport | Percentage of total allocation: |
|--|---|-----------------------|--|--|
| | | | | 33% |
| 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: |
| Increase staff knowledge, understanding and confidence to plan, teach and assess PE and sport PE subject leader to continue going forwards with staff confidence surveys, observations, pupil interviews and analysis of data in order to identify further staff who need support and to provide appropriate professional learning. | School have signed up to Creative Development Real Legacy PE package. Interactive and online lessons and assessment for all staff and 4 CPD days to support the school. This is the second year funding for this programme. Provide opportunities for staff to access CPD opportunities through the HBSSPAN area Partnership | £2,160 £500 | children's learning. • CPD took place in the year looking at assessment through Real PE which | |
| Team teaching to increase confidence for those staff that require this. CPD around assessment so that there is a consistent approach across the school. | Use specialist coaches and providers for staff training to increase the | £750 £3,000 | Teachers are more confident as there is a clear progression from year 3 to year 6 and the children have demonstrated developed skills such | confidence for those staff that |













| | sport conferences and local network meetings PE subject leader to plan and undertake supportive lesson observations to look at teaching, learning and assessment in physical education. Supply cover needed for this. PE subject leader to meet with a broad range of pupils to talk about their PE lessons and to ascertain their knowledge and understanding of the subject. Supply cover needed for this. | | Continued success of children attending taster events at various venues around the area led by specialist coaches. | Continued work around resources and links with the infant school. |
|--|--|--------------------|---|--|
| Key indicator 4: Broader experience o | f a range of sports and activities offe | ered to all pupils | | Percentage of total allocation: |
| Intent | luunla maantatian | | luanast | 12% |
| 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: |
| experience and allow as many children as possible to represent the school. • Deep dive booklet to monitor and record views and confidence across the school • Intervention blocks provide pathways for our least active children to transition into wider extracurricular sporting clubs. • A strengthening of links between the school and local community clubs. • New sporting competitions to be | broad and varied extra-curricular | £2,500 | Competition records evidence an increase in the number of children - including our least active groups - involved in competitive sport both at an intra and an inter school level (linked to K.I.5). This was part of the case study to achieve Platinum standard as a school. Our least active target children are more confident and active in PE lessons (evidenced by pupil interviews, lesson observations and TA data). | Intervention blocks to provide pathways for our least active children to transition into wider extracurricular sporting clubs. A continued strengthening of links between the school and local community clubs hopefully to include new venues. New sporting competitions to be entered on the local sporting calendar as a result of the widening of our extra-curricular provision (these will become annual events). See K.I.5. |













| curricular provision (these will become | | |
|---|--|--|
| annual events) | | |
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| Key indicator 5: Increased participation | n in competitive sport | | | Percentage of total allocation: |
|---|---|--------------------|--|--|
| | | | | 6% |
| 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: • Provide opportunities for children with | Make sure your actions to achieve are linked to your intentions: • Enter external events to give pupils | Funding allocated: | Evidence of impact: what do pupils now know and what can they now do? What has changed?: • Significant increase in the numbers | Sustainability and suggested next steps: • All children will be involved in |
| SEND, the least active and the least confident to attend competitions and events. • Through the HBSSPAN all competitive competitions entered to provide the opportunity for as many children as possible to represent the school. • Competitions to become annual events. • All children will be involved in competitive intra-school sport. • Links forged with local schools to carry on into the future. • A strengthening of links between the school and local community clubs. • A Years 3&4 Girls' football club to be run in addition to the Years' 5/6 club to get more of our girls engaged in competitive sport. | the opportunity to compete against other schools • Ensure pupils get opportunity to take part in local competitive leagues, tournaments and festivals. • Engage staff/ parents/ volunteers and to support attendance at | £1,200 | of our children involved in Level 2 and Level 3 competitions. A total of 7 county finals and 1 regional event reached this year. • A greater percentage of our least active cohort are now engaged in inter-school competitive sport (evidence: competition records, sports participation surveys and photos). • An increase in the number of girls | |













| Signed off by | |
|-----------------|------------|
| Head Teacher: | |
| Date: | |
| Subject Leader: | D Little |
| Date: | 13/07/2023 |
| Governor: | |
| Date: | |









