

# 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.

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

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

Schools are required to <u>publish details</u> 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.** 

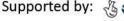
We recommend regularly updating the table and publishing it on your website throughout the year. This evidences your ongoing self-evaluation of how you are using the funding to secure maximum, sustainable impact. Final copy must be posted on your website by the end of the academic year and no later than the 31st July 2021. To see an example of how to complete the table please click <u>HERE</u>.

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### **Details with regard to funding** Please complete the table below.

| Total amount carried over from 2020/21  | £0     |
|---|--------|
| Total amount allocated for 2021/22  | £19590 |
| How much (if any) do you intend to carry over from this total fund into 2022/23     | £0     |
| Total amount allocated for 2022/23  | £19500 |
| Total amount of funding for 2022/23. To be spent and reported on by 31st July 2023. | £19500 |

## **Swimming Data**

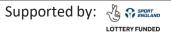
Please report on your Swimming Data below.

| Meeting national curriculum requirements for swimming and water safety.   | 72% |
|---|-----|
| N.B. Complete this section to your best ability. E.G. You might have practised safe self-rescue techniques ondry 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?  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   | 88% |
| 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   | 72% |
| What percentage of your current Year 6 cohort perform safe self-rescue in different water-based situations?   | 72% |
| Schools can choose to use the Primary PE and sport premium to provide additional provision for swimming but this must be for activity <b>over and above</b> the national curriculum requirements. Have you used it in this way?   | No  |













# **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.

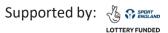
| Academic Year: 2022/23  | Total fund allocated:19500   | Date Updated:21.7.23. |  |  |
|---|--|-----------------------|--|--|
| Key indicator 1: The engagement of all pupils in regular physical activity – Chief Medical Officers guidelines recommend that   |  |                       | Percentage of total allocation:  |  |
| primary school pupils undertake at lo   | east 30 minutes of physical activity a da  | y in school           |  | 72% (£14,175)  |
| 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:   |
| sessions and break-times across school  | Audit resources and equipment and cross reference with the long-term plan/'Complete PE Scheme of Work' to ensure that coverage is effective across school.   | Resources<br>No cost  | Pupils across school continue to make accelerated progress in PE. Teachers are able to utilise high quality resources to support teaching and learning in PE | Continue to monitor PE resources regularly and ensure that all resources are maintained to a high standard.                                |
| wide-range of physical activities.<br>This will:  | Purchase additional PE resources and play resources to support physical activity   | £500                  |  | Consolidate Active Ambassadors programme to lead purposeful lunch time games and clubs.  |
| Enable teachers to deliver more precise lessons.  | Regular checks for wear and tear and   |                       |  | Ensure that the training is applied to practical delivery from   |
| <ul> <li>Contribute towards overall<br/>Engagement.</li> <li>Provide structured games for children<br/>to play during breaks.</li> </ul>  | , ,  | £200                  |  | September 2023. They will build on their leadership skills and will give ALL children the opportunity to be active and have access to a    |
| <ul> <li>Increase participation in physical<br/>Activity.</li> <li>Increase interest in sport and<br/>develop healthier lifestyles.</li> <li>Create a safer environment.</li> </ul> | Termly subject planning time – Staff use the Long-Term Plan/ Complete PE scheme of work to understand what objectives are to be taught and can therefore make any resourcing needs known to the PE subject leader. |                       |  | range of activities.  Active Ambassadors and staff will take account of pupil voice questionnaires to develop Sandal sport and PE further. |
| Improve provision with a whole school   |  |                       | The quality of outdoor learning and  | Regularly monitor and check that   |















| physical activity during outdoor learning   | New equipment for a new outdoor play area to be used by all pupils (new climbing frame/play frame).                                   | £3,200                    | outdoor play provision will be improved.   | the equipment is safe and fit for purpose.  |
|---|---|---------------------------|--|---|
|   |   |                           |  |   |
|   |   |                           | Children will enjoy a wide-range of games and participate in a number of physical activities on both playgrounds. They will therefore enjoy happier and healthier break and lunch times. |   |
| ,   | Lining to be put on the field to support curriculum activities and free play at break times.  | Grass cutting             | A range of sports and physical activities are enabled and supported by appropriate lining.   | Develop lining on the field to support a range of physical activities and work towards developing multi-school cluster events in collaboration with Titus Salts School. |
| high quality sport and physical activity during lunchtimes/playtimes.   | sessions to engage and motivate children  |                           | different sports and be more   | sport clubs and encourage children<br>to take part in sporting events   |
|   | to participate in physical activity.  |                           | physically active.   | both in and out of school.  |
| <b>Key indicator 2:</b> The profile of PESSP.   | A being raised across the school as a too   | ol for whole sch          | ool improvement  | Percentage of total allocation:   |
|   |   |                           |  | 1% (£150)   |
| Intent  | Implementation  | Γ                         | 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 achieveare linked to your intentions:   | Funding<br>allocated<br>: | Evidence of impact: what do pupils now know and what can they now do? What has changed?:   | Sustainability and suggested next steps:  |
| Assemblies/lessons to promote sporting events and achievements and so inspire children across school. This will: - increase knowledge of different          | <ul> <li>Clips of great sporting<br/>achievements shown to excite<br/>children.</li> <li>Attitudes and qualities, which we</li> </ul> | No Charge                 | An increase in the number of Sandal children who area actively involved in sport out of school.  | Continue to plan in opportunities for children to view and be exposed to sporting successes through assemblies and lessons.   |













| <ul> <li>sports.</li> <li>develop pupils' awareness of what is involved in sporting success.</li> <li>support children to recognise that they possess the qualities and attitudes required to succeed in a sport.</li> <li>Support children to understand the positive effect on our bodies/social aspects of sport.</li> </ul> | <b>1</b>   |            | Greater numbers of children attending sport based OOSH clubs.  Children are more willing and able to talk about different sports and sports personalities and their achievements; they discuss equalities and inequalities in sport.   | Invite visitors to school to raise the profile of a sport, teach children about a sport and increase involvement in a sport.  Children's knowledge of sport and sports personalities is developed through high quality texts. Sport books are available in every classroom and provide children with the opportunity to research and find out more about their favourite sports. |
|---|--|------------|--|--|
| Continue to develop new links with loca sports clubs.   | Children are proud of the clubs that they play for and will share their experiences with their peers in class and during celebration assemblies.  Ensure that children are aware of the wealth of clubs and different activities that we have available locally by inviting clubs in to talk to the children or offer taster sessions. | No charge. | Children aspire to play for local clubs.  Children are more familiar with what sports are available locally and are willing to try a range of sports. Clubs Sandal children attend include:  Baildon/Esholt Cricket Club CC Dance Company Kokoro Taekwondo Bingley Harriers Bradford Ice Skating WROSE Boxing JT Martial Arts Fiscal Sports Coaching Heaton Tennis Club Salts Juniors Baildon Dynamos Baildon Rugby Club | Children aspire to be professional athletes and also to play sport for fun and to develop social interactions. Survey children to  |













| Recognising achievements with stickers, | Children to be recognised for their    | 6.450 | Children respond well to praise and | Continue to recognise children's   |
|---|--|-------|-------------------------------------|------------------------------------|
| ·                                       | achievements, efforts and successes in | £ 150 | are inspired by earning a reward.   | achievements.                      |
|   | both PE lessons and school sporting    |       |                                     |                                    |
|   | events                                 |       |                                     | Photographs to display on School   |
|   |  |       |                                     | PE board of teams / fixtures.      |
|   |  |       |                                     |                                    |
|   |  |       |                                     | Trophies/medals to be displayed in |
|   |  |       |                                     | Sandal Sports Cabinet.             |

| Key indicator 3: Increased confidence   | e, knowledge and skills of all staff in t  | eaching PE an | d sport   | Percentage of total allocation:  |
|---|--|---------------|---|--|
|   |  |               |   | 11% (£2,175)   |
| Intent  | Implementation   |               | Impact  |  |
| Your school focus should be clear   | Make sure your actions to  | Funding       | Evidence of impact: what do   | Sustainability and suggested   |
| what you want the pupils to know<br>and be able to do and about<br>what they need to learn and to<br>consolidate through practice:  | achieve are linked to your intentions:   | allocated:    | pupils now know and what can they now do? What has changed?:  | next steps:  |
| To ensure staff throughout school are teaching skills with the appropriate progression to accelerate children's development of skills in Dance.  All members of staff have access to high quality teaching resources to support teaching and learning in dance. | Teaching staff to work alongside a qualified dance practitioner (White Rose) to develop their knowledge and skills for teaching quality PE.  | £2000         | amongst staff to develop these skills<br>even further in the future. Improved<br>staff confidence in teaching dance<br>across school. Offering children wider | and whole staff by arranging   |
| Planning scheme to support teachers in<br>the delivery of quality PE lessons,<br>ensuring progression of skills across<br>school  | PE planning scheme of work in place (Complete PE) to support staff across school with the planning of high-quality PE lessons which encompasses a range of different sports and promotes regular physical activity.  White Rose practitioners lead PE sessions across Year 2-Year 6. This is delivered to support class teachers and improve their knowledge and | £175          | 1.  | The 2,2,2 approach helps to build capacity, developing teachers' knowledge, skills and confidence. |











| Key indicator 4: Broader experience o  Intent  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  | f a range of sports and activities offer Implementation  Make sure your actions to achieve are linked to your intentions:   | Funding allocated: | Impact Evidence of impact: what do pupils now know and what can they now do? What has changed?:   | Percentage of total allocation: 11% (£2,100)  Sustainability and suggested next steps:   |
|---|---|--------------------|---|--|
| To provide children with a different activity linked to topics being taught at the time – Spanish Day, Cycling (EYFS), World Cup football tournament, Sandal Big Walk, Cross-Country (London Marathon) Cricket (The Ashes) Tennis (Wimbledon) | Events to be organised both as intra and inter- school events. Participation is encouraged with children of all abilities being given an opportunity to represent Sandal. | Emily Groves,      | All children across school to have participated in a sports celebration session.  Sports Day Girls Football (Let Girls Paly) Tennis Cricket Positive feedback from children and staff with increased participation at sports clubs both in and out of school.  Evidence from social media tweets, staff and children. Increased confidence and self-esteem visible in those children who had never tried it before. | Continue to provide children with a range of different activities linked to Sandal's broad and balanced curriculum.  |
| Continue to offer a wider range of activities both within and outside the curriculum in order to get more pupils involved   | Specific children targeted and<br>encouraged to take up an after school<br>club.  | £100               | Club registers show consistent uptake of clubs and greater uptake by specific targeted children. VIP club Least Active Pupil Premium FSM This is to encourage participation   | Following COVID restrictions, PE Subject Leader to carry out a survey of physical activity amongst all children and ensure those who are least active have access to attend clubs to increase enjoyment and participation. |











|   |   |         | Clubs offered to children as a result of Pupil Voice e.g. Free-running   | Ensure clubs are well publicised to parents and children.  To look at relaunching our extracurricular offers. Arrange a pupil survey to ascertain which new clubs pupils would like to introduce in school next year.  To attend the Brownlee Triathlon |
|---|---|---------|--|---|
|   |   |         |  | To look at the competitions calendar and ensure that time/clubs are given to the teams to prepare them for the competition.   |
| Year 6 children offered Bikeability cycling training leading to increased confidence when riding bikes on roads and general cycling skills.   | 2 day course to be completed by all<br>Year 6 children  | No cost | Year 6 children to be confident and competent cyclists. Increase participation in cycling and increase the number of children who cycle to and from school.  | Leaflets and advice on Road<br>Safety sent home. Links to the<br>proposed Cycle Track project   |
| Offering children opportunities to take part in and develop skills in a range of sports and activities through a rich outdoor learning programme.  Created by:  Physical Education Partnerships  Physical Education Partnerships  Physical Education Partnerships | <ul> <li>An enjoyment of something new.</li> <li>Promote mental health and wellbeing – being outdoors in the fresh air. Give children the opportunity to develop strategies to manage their feelings and emotions.</li> <li>Children develop skills of resilience, sportsmanship and team work through activities such as; building shelters, fire lighting. It can also support muscle development.</li> </ul> | £1500   | Children enjoy a minimum of one, half day session on at least two occasions in each half-term Pupil Premium and SEND children are given the opportunity to complete outdoor nurture sessions in addition to normal provision | Review and evaluate impact on children's learning, understanding physical engagement and their enjoyment.   |

| Key indicator 5: Increased participation  | n in competitive sport  |   |  | Percentage of total allocation:  |
|---|---|---|--|--|
|   |   |   |  | 5%   |
| 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:   |
| Participation within fixture leagues to give our children the opportunity to compete, succeed, improve in sport whilst enjoying themselves.  These include: | Timetable fixtures and ensure teachers can support events.  Integrate league sports into our long term plan for teaching to ensure children maximum enjoyment and   | £500  Bradford Athletics and                  | Children are motivated and enjoy representing Sandal at various sports competitions including:  North Bradford Schools Cross Country League KS2  Titus Salt Rugby Tag Rugby  | Funding identified to participate in fixtures again.  Continue to develop PE long term plan to support children in their achievements in fixtures.   |
| Cross country events Football Tag Rugby Athletics Netball Table tennis Gymnastics Swimming A sports coach will attend these tournaments with the children.  | success/improvement in particular sports  All children across KS2 are invited and encouraged to take part in cross country races and their participation is celebrated through assemblies and end of term sports reports. | other sports<br>memberships<br>(AfPE)<br>£400 | <ul> <li>Festival</li> <li>Bradford Schools Football<br/>Tournaments</li> <li>KS2 Brownlee Foundation<br/>Triathlon</li> <li>Cricket match against<br/>another local school</li> <li>West Yorkshire Schools<br/>Games</li> </ul> | Promote fixtures within schools through display and a sports council.  Funding identified to take part in cross country events next year.            |
| Survey to identify least active children in<br>school – minimum uptake of 15% - Link<br>to School Games Award   | Analyse results of survey and identify target groups of children. Develop an action plan to encourage this 15% to become more physically active.  | No cost                                       | Increased levels of participation in physical activity for the group identified by survey questionnaires. VIP, Least active children supported at lunchtimes to participate in a range of different physical activities.         | Continue with surveys and implement plans to target specific children in order to increase their participation and enjoyment of physical activities. |











| Signed off by   |                                  |
|-----------------|----------------------------------|
| Head Teacher:   | Louise Dale                      |
| Date:           | 21/7/2023                        |
| Subject Leader: | Natalie Robertshaw/Paul Douglass |
| Date:           | 21/7/2023                        |











