

Evidencing the impact of the Primary PE and sport premium

Website Reporting Tool

Revised July 2021

Commissioned by



Department
for Education

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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 2020/21	£0
Total amount allocated for 2021/22	£17680
How much (if any) do you intend to carry over from this total fund into 2022/23?	£3000
Total amount allocated for 2022/23	£17550
Total amount of funding for 2022/23. To be spent and reported on by 31st July 2023.	£17550

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 practised 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>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 2022.</p> <p>Please see note above</p>	58%
<p>What percentage of your current Year 6 cohort use a range of strokes effectively [for example, front crawl, backstroke and breaststroke]?</p> <p>Please see note above</p>	58%
<p>What percentage of your current Year 6 cohort perform safe self-rescue in different water-based situations?</p>	58%
<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 – Top up swimming funded for our less abled swimmers in Year 6

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:	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: 20%	
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 be more active and be provided with additional opportunities to explore new sporting activities.	Fitness Friday sessions held Once a half term intra-school sports competitions	£0	Pupils have shown a real enjoyment for these sessions as they were simple to engage with inside the classroom.	Continue with fitness Fridays. Consider ways to engage the whole school more regularly in large events such as skipping.
A range of fun, exciting and high quality after school fitness & sports clubs are held to increase pupil enjoyment & engagement. These will be free or heavily subsidised,.	Clubs (both new and established) to take place following pupil questionnaire: Football (Both KS1 and KS2) with Chester FC Girls football to encourage girls to play the sport (KS2) Dodgeball (KS1 and Lower KS2) Street Dance (KS1 and 2) Cheerleading (KS1 and 2) Multi Sports Fitness (KS2)	£1500	High engagement and interest in all clubs. Some reduction in attendance over the course of the term.	Ensure pupil voice is collected again at beginning of school year to ensure high uptake and pupils continue to attend. High interest of after school rugby club. Begin this in Autumn term.

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<p>Ensure a range of personal sporting/fitness challenges throughout the school year</p> <p>Provide swimming lessons, including water safety to all pupils in Key Stage 2, including those who can already swim 25m. Provide top-up swimming sessions for those unable to swim 25m at the end of Year 6.</p> <p>Provide a range of equipment for an active break time</p>	<p>Yoga Bugs https://yogabugsvirtual.com/welcome/</p> <p>Purchase of Sports Day Equipment</p> <p>9 weeks swimming once a week for all KS2 pupils, with top up swimming for Y6 pupils who cannot swim 25m.</p> <p>Purchase a range of equipment, including block play, skipping ropes, netball posts, tyres etc to increase activity at break times, particularly for KS1.</p>	<p>0 annual subscription</p> <p>£300</p> <p>£600</p> <p>£1000</p>	<p>Increased engagement in Summer term with idea of using new equipment to practice for sports day throughout the summer term. Bibs were purchased in order to support element of competition (key indicator 5)</p> <p>High levels of engagement with pupils. Vast majority have no swimming experience or lessons outside of school. Although not all pupils in Y6 could swim 25m, those that could not, were able to swim 10m, thus being able to swim back to the side should they accidentally fall into water.</p>	<p>Ensure Yoga Bugs is fully embedded across all classes. Share this with parents in order to increase physical engagement at home.</p> <p>Run Sports Day 3 times a year</p>
<p>Key indicator 2: The profile of PESSPA being raised across the school as a tool for whole school improvement</p>				<p>Percentage of total allocation:</p>
<p>Intent</p>	<p>Implementation</p>	<p>Impact</p>	<p>5%</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:	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 Headteacher and PE coordinator see PE and sport as a high priority area at Parklands. The school recognise the ability of PE and sport in school to raise the achievement levels of all pupils.	PE coordinator to time to complete the action plan, to regularly attend training and to monitor the impact the training has across school. PE coordinator to engage with the Ellesmere Port SSP. PE/Sports weeks used to raise profile of the physical activity	£1000 (1 year SSP Fee) £0 – Equipment readily available.	Cluster meetings with other PE Leads sharing good practice. PE weeks have helped raise the profile of PE and sport across through school, as children had more opportunities to engage in a variety of sporting activities.	Provided CPD for PE lead, which in turn improved overall PE across the school. Ensure this is continued within the new year. Sports covered within PE weeks and intra friendly competitions – Dodgeball, netball, cricket. Ensure wider coverage of team based sports to support engagement.

Key indicator 3: Increased confidence, knowledge and skills of all staff in teaching PE and sport				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?:	Sustainability and suggested next steps:

<p>The intent, implementation and impact of the PE curriculum is a high priority. The curriculum will be re-written staff training and monitoring of lessons will need to take place to ensure that all lessons in school are at least good with some outstanding. Equipment for these lessons will need updating to ensure this is possible.</p>	<p>Purchase The PE Hub planning tool</p>	<p>£550</p>	<p>Lessons have been planned effectively across all classes through the use of the PE Hub, as well as in house staff training on how to use these plans effectively in all areas of PE.</p>	<p>Ensure new staff are inducted on how to use PE hub to plan effectively. Refresher staff meeting at beginning of school year. Continue to ensure time for monitoring of PE through the use of PE hub is implemented</p>
	<p>PE Lead to be given curriculum lead time to ensure effective mapping of PE. Plan in additional opportunities for monitoring. Identify areas of strength and weakness. Continue to plan opportunities to help teachers who are lacking in confidence.</p>	<p>£1000 supply costs</p>	<p>This has ensured effective planning and mapping of PE across the school. Opportunities for CPD within classes to ensure best practice. Monitoring of PE lessons across school also had a positive impact.</p>	<p>Continue to ensure that PE is regularly monitored and updated. Monitoring of PE lessons taking place, along with ensuring support for new teachers who are not confident in delivering PE.</p>
	<p>PE Lead to work with School Games Organiser Advisor on how to develop PE across the school.</p>	<p>0 (included in SSP Membership)</p>	<p>School Games Organiser has provided whole school staff CPD, which reinforced PE and its importance within class settings.</p>	<p>Ensure strategies discussed within the meetings are carried out within classes. PE Lead to monitor its effectiveness.</p>
	<p>Experienced Dance instructor to take dance lessons within each class in order to demonstrate good practice.</p>	<p>£300 (2 full days – 1 autumn and 1 summer term)</p>		

	<p>Experienced football coaches from Chester FC to take football sessions within school time across all year groups.</p> <p>An audit of PE equipment will take place. Any PE equipment that needs replacing or updating will be purchased.</p>	£2000	<p>A range of new equipment purchased. New netball equipment purchased in order to ensure effective teaching of the sport and to ensure it could be taught safely (e.g. new netball posts).</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:
35%

Intent	Implementation		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>
<p>Ensure that all the children in the school have the chance to access the whole of the PE curriculum regardless of their background. The Outdoor and Adventurous part of the curriculum is done on residential trips to activity centres such as Condover Hall.</p>	<p>Children who cannot afford to attend these residential trips are subsidized. This ensures that they can attend the activities. The school sees this as an essential part of their PE curriculum and life experiences some of the children would not normally get.</p>	£5000	<p>High engagement within all residential trips from Year 2-6. Feedback from all children very high and experiences physical activities they would not otherwise be able to experience.</p>	<p>Ensure that further residential trips are booked for Year 2 and KS2 pupils, with money subsidized for pupils who would otherwise be unable to afford the experience.</p>

<p>Pilot Forest Schools for Year 3 to ensure pupils are active outdoors to develop gross motor skills and a range of social/emotional skills</p>	<p>School Games Officer to attend school to provide sports experiences outside of what school can offer.</p> <p>Year 3 class to visit other schools who have established Forest Schools.</p> <p>Year 3 to attend weekly Forest Schools lessons.</p>	<p>£0 (included in SSP Membership)</p> <p>£1000 (including resourcing and transportation costs)</p>	<p>Mark Poole (SGO) provided children the opportunity to experience curling during the Winter Olympics.</p> <p>Pupils engaged exceptionally well during these sessions with high levels of cooperation as well as physical exertion.</p>	<p>More basic version of this was played during break and dinner times with children due to high interest following the event. Ensure SGO can come into school to offer something similar within the new year.</p>
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Key indicator 5: Increased participation in competitive sport				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:
Parklands have not historically entered a lot of local competitions. This year we are hoping to massively increase the level and quality of these. We would like this to inspire the children to take a more active role in community clubs to increase their activity levels outside school.	PE coordinator to enter local competitions offered by the EPSSP. Competitions entered within the year: Xmas games festival (SEND) Y5/6 Boccia and NAK (SEND) Y5/6 – Small schools football Y5 Quad Athletics Y4 – Diamond Cricket Y3 – Tennis festival Y3 – Dance festival Y4and6 – Trigolf	£200 (transportation costs)	All children engaged well within competition. The festivals held gave children the opportunity to represent the school in ways in which they would never have experienced in the past, particularly due to Covid pandemic in recent years.	Ensure additional opportunities for younger classes (particularly KS1) to engage in competitions with other schools.

Signed off by	
Head Teacher:	Kim Cairns
Date:	20.07.22
Subject Leader:	Dan Snowden

Date:	20.07.22
Governor:	
Date:	