

Evidencing the impact of the Primary PE and sport premium

Website Reporting Tool

Revised July 2021

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Commissioned by



Department
for Education

Created by



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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.



Details with regard to funding

Please complete the table below.

Total amount carried over from 2020/21	
Total amount allocated for 2020/21	
How much (if any) do you intend to carry over from this total fund into 2021/22?	
Total amount allocated for 2021/22	£16,820
Total amount of funding for 2021/22. To be spent and reported on by 31st July 2022.	£16,809

Swimming Data

Please report on your Swimming Data below.

Meeting national curriculum requirements for swimming and water safety.	100%
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? 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 2021. Please see note above	100%
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	100%
What percentage of your current Year 6 cohort perform safe self-rescue in different waterbased situations?	100%

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Schools can choose to use the Primary PE and sport premium to provide additional provision for swimming, but this **Yes** must be for activity **over and above** the national curriculum requirements. Have you used it in this way?

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: £16,820	Date Updated: July 2022
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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: 7%
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
PE Curriculum Delivery What the teaching of PE looks like at LBJA.	All students to receive 2 hours high quality PE each week which is delivered off of the ACET PE curriculum tailored to their year group. Progress is tracked from the start to the end of the year. Staff to follow the tracking and assessment criteria for all pupils from EYFS through to Y6.	Free	All staff teaching PE are following the ACET schemes of work and assessment criteria. Students are monitored each half term and their levels are recorded on SIMs which is now tracked to ensure progress is made. The new ACET schemes focus on developing skills from the previous year. Children are developing knowledge and understanding of PE specific skills that builds each year. They are familiar with the assessment criteria as it is used in lessons and begin to understand what	Assessment of EYFS and KS1 pupils to continue in to next year and be a part of the ACET PE grade tracking system. This allows the PE teacher to complete a more accurate assessment of the child and can plan appropriate lessons to meet the needs of all pupils more effectively. Yearly PE trackers are updated for each year group.

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<p>Healthy Start Pupils to be provided with a breakfast club at the start of the day.</p> <p>After School Provision Pupils offered a wide range of clubs provided by an external partnership.</p>	<p>Pupils to have access to a breakfast club every morning where they can come to school early, have a selection of cereal or toast.</p> <p>Pupils to boost their confidence, try a new sport which follows a grading programme and rewards for participation and effort.</p>	<p>£700</p> <p>£500</p>	<p>level they are at and what they need to do to improve. The schemes incorporate science and RHSE links each half term relevant to the specific Key Stage.</p> <p>Pupils have the chance to start the day better with healthy food being available to boost their concentration early in the morning having more energy for learning.</p> <p>Boost in participation in afterschool clubs with a keen interest in sports. Foundation knowledge given to some children in sports not yet covered in PE.</p>	<p>This provision is to be continued with potential for increase the variety of food available such as fruit.</p> <p>Look to seek another club or partnership which could offer something after school.</p>
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Key indicator 2: The profile of PESSPA being raised across the school as a tool for whole school improvement				Percentage of total allocation:
				3%
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><u>Raised profile of PE at TNJA</u></p> <ul style="list-style-type: none"> Update PE displays regularly to ensure pupils are aware of what goes on in PE lessons throughout the year and can see the success of other pupils in school sports partnerships (SSP) competitions. Mental Health Awareness and links PE working wall New sports literature for the school library. PE reward stickers 	<ul style="list-style-type: none"> -Display to be updated termly. -Increase parent's awareness of opportunities in sport, what is covered in PE lessons, links to clubs etc. - Working wall updated with current topic teaching points - Sports books to be placed in their own section in the library. Stickers for younger children to offer them extrinsic rewards 	£440	<p>Children will be able to recite values we have in PE and their importance, can explain what they are and how they can demonstrate them in PE and throughout school.</p> <p>This will broaden the children's understanding of sports and sports stars from around the world and including different cultures and sports events from around the world.</p> <p>Children who behave well and give effort can be rewarded with a sticker.</p>	

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Key indicator 3: Increased confidence, knowledge, and skills of all staff in teaching PE and sport				Percentage of total allocation:
				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
ACET CPD Keep up-to-date with knowledge of PE and sport through ACET PE meetings, sharing of ideas and attending CPD and training courses.	Continue to develop as a practitioner by attending half termly meetings, working with staff, sharing resources and allowing to for self led CPD to take place to improve to levels of understanding and quality of teaching for each sporting area of the curriculum.	£2000	Gymnastics session A2 SEND in PE (Jill Newbolt) Sp1 Visual Impairment training Sp2 (on going throughout the year). Teaching staff have a better understanding of how to simplify tasks centred around SEND pupils which will help their engagement in PE.	Continued work in to 22/23 academic year with more work on the assessment criteria for KS1 as this is in its infancy in the PE curriculum.

Key indicator 4: Broader experience of a range of sports and activities offered to all pupils				Percentage of total allocation: 44%
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
Updated PE Equipment <ul style="list-style-type: none"> - SEND Specific equipment - PE Specific equipment 	Replenish worn, broken and unsafe equipment. Invest in new bibs, Netballs and smaller items to address issues with specific sports. Pupil premium to be used to buy specialist equipment.	£1809	Pupils can improve their understanding of Netball and increase their performance levels with new up to date equipment. Older equipment can be used at break times to improve provision. Staff are aware of the needs of individual pupils, this equipment has been used to as targeted intervention to help pupils with areas which they are struggling with. This equipment and its uses have been shared in staff meetings	Continued update of equipment for pupils and their learning. Staff to maintain the equipment well to ensure this provision can be continued. Equipment to be stored in a safe, dry and accessible area to all staff where they can access this to meet the needs of pupils and the discuss their effectiveness with the SENDCO.

<p>PE Kit</p> <ul style="list-style-type: none"> - Replacement PE kit 	<ul style="list-style-type: none"> - Children with lost or forgotten kit can participate safely and in full 	<p>£132</p>	<p>Pupils have access to the correct PE kit if they forget an item such as shorts during hotter weather or a long sleeved top in colder conditions.</p>	<p>Kit to be stored in a dry and safe place where all staff know it is, kit to be signed out whenever a pupil uses it to ensure none is lost or missing</p>
<p>Cross Curricular Learning</p> <ul style="list-style-type: none"> - Moki Bands - Workshop days 	<ul style="list-style-type: none"> - Children to use the data they have collected in PE to aid their progression through data collection in maths - Skipping and African Dance workshop days 	<p>£1247</p>	<p>The profile of PE will be raised to work alongside Maths for data analysis. The pupils will enjoy using their own statistics when creating graphs and progress charts and comparing their results against their friends.</p> <p>Children to experience sported based workshops with CC links such as African culture and Black History Month.</p>	<p>These bands will be locked and stored safely away and used only under teacher supervision in PE. Moki bands to be used to help pupils create a goal for themselves to achieve in PE. Goal setting and achieving will improve the mental health of pupils in the academy.</p> <p>Continue to book sports based event days for children in the academy.</p>

<p>Swimming Swimming lessons are part of the National Curriculum and travel</p> <p>OAA transport Bus travel provided for the school KS2 OAA trip</p>	<p>Children swim throughout the academic year, busses to and from the centre cost included.</p> <p>The transport was provided for all pupils in the class</p>	<p>£3989</p> <p>£265</p>	<p>See swimming data above</p> <p>A reduced cost for all pupils in the class which improved the likelihood of more children attending the trip.</p>	<p>Continue as part of the PE curriculum.</p> <p>Continued subsidisation for travel to this event to help increase participation numbers.</p>
<p>Key indicator 5: Increased participation in competitive sport</p>				<p>Percentage of total allocation: 34%</p>
<p>Intent</p>	<p>Implementation</p>	<p>Impact</p>		
<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>Competitions</p> <ul style="list-style-type: none"> - ACET competitions - Bolsover partnership - Travel to events 	<p>LBJA to commit to all of the events throughout the year which are hosted by different providers.</p>	<p>£5700</p>	<p>This has helped rebuild the strong sense of togetherness the pupils feel when taking part in ACET competitions. This also give a chance for pupils to experience healthy competition and for staff to check their assessment levels in comparison to their peers within the trust.</p> <p>Competitions hosted by Bolsover provide children to network with clubs and other pupils in the</p>	<p>Continue the frequency and nature of these events. Pupils have loved interacting with other students from across the trust even if this has been virtually. Proving the pupils with a sense of “togetherness” within ACET.</p> <p>Continued in to the next academic year with the vision</p>

			<p>local area.</p> <p>Pupils will work on skills learnt within their PE lessons and experience healthy, balance and challenging competition to allow them to showcase their skills and feel success in a supportive environment</p>	<p>of more competitive events to be attended.</p> <p>If these events are successful, this could be something which could grow in the future to include other academies from the trust.</p>
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Signed off by	
Head Teacher:	Sarah Bacon
Date:	
Subject Leader:	Ben Otter
Date:	
Governor:	
Date:	