

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 needs. 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 2020/2021, 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 2022. To see an example of how to complete the table please click [HERE](#)



Created by:



YOUTH
SPORT
TRUST

Supported by:



LOTTERY FUNDED

Details with regard to funding

Please complete the table below.

Total amount carried over from 2019/20	£0
Total amount allocated for 2020/21	£19,410
How much (if any) do you intend to carry over from this total fund into 2021/22?	£0
Total amount allocated for 2021/22	£19,410
Total amount of funding for 2021/22. To be spent and reported on by 31st July 2022.	£0

Swimming Data

Please report on your Swimming Data below.

<p>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</p>	
<p>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</p>	12%
<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>	60%
<p>What percentage of your current Year 6 cohort perform safe self-rescue in different water-based situations?</p>	25%
<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

Academic Year: 2021/22	Total fund allocated: £19,410	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: 40%
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>To provide high quality support and CPD to empower all staff to deliver high quality P.E lessons.</p>	<p>Subject Leader Support</p> <p>One-to-one support and guidance given to subject leaders to support the delivery of PE, School Sport and Physical Activity (PESSPA)</p> <ul style="list-style-type: none"> · 3 Subject leader network meetings · Curriculum planning · Action planning · Learning walks · Subject reviews School Sport Premium planning <p>Staff Support</p> <p>Specific support for staff teaching P.E that meets the needs of each school. The opportunity for staff to observe and teach alongside skilled professionals. Can include 'team teaching', NQT support, planning, assessment for learning, EYFS and SEND.</p>	£7,764.	<p>Subject leader's confidence and knowledge has increased. Subject leader has completed Level 5 certificate in Primary School Physical Education Specialism training, which will allow them to further support the staff and school development.</p> <p>Staff knowledge has increased and adults are more engaged with the children.</p> <p>Both our ECT teachers received high levels of support and team teaching throughout the year. Children received quality teaching in a range</p>	<p>Next year, the PE coach will start Level 5 certificate in Primary School Physical Education Specialism.</p> <p>ECT training will continue next year, delivered by both Subject Leader and TTLT Sports Development Coach.</p>

<p>Provide extra-curricular sporting opportunities for all pupils, including after school and lunchtime clubs.</p> <p>To engage with parents, the community and local sports clubs to increase pupils' regular participation in sport and promote a healthy lifestyle</p>	<p>Inset</p> <p>Bespoke inset with staff in chosen area. Can include any P.E curriculum area, EYFS, SEND, Health & Wellbeing, mid-day supervisor training</p> <p>To maintain and increase the number of children participating in competitive and non-competitive physical activity, following Covid risk assessment.</p> <p>To re-establish our sports leaders in running playtime and lunchtime PE clubs.</p> <p>Continue with initiatives such as:</p> <ul style="list-style-type: none"> ● Football Academy coaching ● Basketball club ● Fitness club ● Athletic club ● Badminton club ● Sports leaders club ● Cycling club ● Dodgeball club ● Gymnastics club <p>Invite parents to attend Sports Day 2022, and encourage an even greater uptake.</p> <p>Early morning/after school physical activities aimed at engaging key parent groups, with a focus on improving pupil attendance and physical healthiness.</p> <p>Parents are invited to the use of a weekly community soft play session for children under 3.</p>		<p>of topics.</p> <p>Teacher, TA, and midday supervisor insets were provided throughout the school year to further promote physical healthiness during break and play time.</p> <p>Play and break time now has a variety of games and activities provided to children to include all children. There is a higher number of children getting involved at break time as the adults on duty are consistently encouraging and engaging them.</p> <p>Over 90% of our children attend an after school club. After school clubs have resumed. A wide variety of clubs are offered to all our students with many different games and sports; further providing our students opportunities for physical activity.</p> <p>Parent and community engagement has increased significantly with the resuming of school events; such as Sports Day and our Olympic Parade. Children were able to show off their PE skills and to parents and compete in teams for Sports Day.</p> <p>Early morning physical movement sessions were held by our student council. This was very successful as it provided children 30 minutes of physical activity before the school day started. It also helped increase the number of children coming to school on time.</p>	<p>Whole staff inset for PE will be delivered in September to ensure staff have a clear understanding of the PE curriculum. Further CPD's will be offered to staff related to PE throughout the year.</p> <p>PE equipment will continue to be audited to ensure all PE lessons and break times have sufficient equipment that allows all children to be engaged and to participate.</p> <p>After school clubs will continue in September to allow even more children to participate in clubs. Next year volunteer students from New Vic College will also support the delivery of after school clubs.</p> <p>More parent and community engagement activities will be offered next year as it supports our families leading healthy lives.</p>
---	---	--	--	---

Key indicator 2: The profile of PESSPA being raised across the school as a tool for whole school improvement				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:
<p>To provide high quality support and CPD to empower all staff to deliver high quality P.E lessons.</p> <p>To create opportunities for children to learn, collaborate and compete through school sports.</p> <p>Enhance the playtime experience by making playtimes and lunchtimes more active.</p> <p>Improve and maintain the range of P.E equipment and activities to ensure that the children have a diverse option of sporting areas.</p>	<p>Inset - Bespoke inset with staff in chosen area. Can include any P.E curriculum area, EYFS, SEND, Health & Wellbeing, mid-day supervisor and TA training</p> <p>Health and Wellbeing Innovative and creative opportunities that develop the whole child</p> <p>Kite Mark Development One-to-one support in gaining a number of external kite marks</p> <p>New, exciting equipment has been bought to encourage healthy, active play across the school.</p> <p>Sport leaders in Year 5 and 6 to lead and encourage sports and games in the playground and to organise and assist sports day 2022.</p> <p>Teachers and all staff use PPA to review and check assessment within PE.</p>	£3,882.	<p>One main focus this year in terms of CPD's was inclusion and how all children including our SEND children are able to participate and interact in PE lessons. Additional equipment was bought that was larger so those children with poor fine motor skills could still hold and grip the different equipment. This new equipment allowed for all children to fully participate and succeed in all PE lessons.</p> <p>New equipment was purchased for both PE and break time. This has allowed children to be provided with a wide range of sports and activities to choose from at break time, encouraging more children to take part and be active.</p>	<p>Whole staff inset for PE will be delivered in September to ensure staff have a clear understanding of the PE curriculum.</p> <p>PE equipment will continue to be audited to ensure all PE lessons and break times have sufficient equipment that allows all children to be engaged and to participate.</p>

<p>To ensure high quality outcomes for all pupils in PE</p> <p>To implement targeted academic intervention for select children using physical activity as a medium (a PE intervention program)</p> <p>Continue to plan for more learning walks to take place to monitor standards in PE, to ensure outstanding teaching in PE remains consistent.</p>	<p>Formal summative assessment carried out termly with next steps identified.</p> <p>More able pupils achieve at greater depth.</p> <p>Feedback from monitoring generates actions points that are followed up.</p>			
--	--	--	--	--

Key indicator 3: Increased confidence, knowledge and skills of all staff in teaching PE and sport				Percentage of total allocation: 10%
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:
To provide high quality support and CPD to empower all staff to deliver high quality P.E lessons.	<p>Subject Leader Support - One-to-one support and guidance given to subject leaders to support the delivery of PE, School Sport and Physical Activity (PESSPA)</p> <ul style="list-style-type: none"> · 3 Subject leader network meetings · Curriculum planning · Action planning 	£1,941.	Subject leader's confidence and knowledge has increased. Subject leader has completed PE Level 5 training, which will allow them to further support the staff and school development.	Next year, the PE coach will start Level 5 certificate in Primary School Physical Education Specialism.

<p>To maintain the quality of inclusive teaching and increase pupil progress.</p>	<ul style="list-style-type: none"> · Learning walks · Subject reviews School Sport Premium planning <p>Staff Support - Specific support for staff teaching P.E that meets the needs of each school. The opportunity for staff to observe and teach alongside skilled professionals. Can include 'team teaching', NQT support, planning, assessment for learning, EYFS and SEND</p> <p>CPD and Training</p> <p>Access to high quality training hosted by TTLT</p> <ul style="list-style-type: none"> · Gymnastics and Dance CPD delivered by P.E SLE · Level 5 certificate in Primary School Physical Education Specialism · British Gymnastics for Teachers Award · Making Sense of Autism (P.E focus) <p>Continue working on increasing opportunities to deepen learning for all pupils across the curriculum, with an increased focus on Physical healthiness.</p>		<p>Subject leader has completed Level 5 certificate in Primary School Physical Education Specialism. This has led to the PE curriculum map being reviewed to ensure there is a clear progression of skills across the school years.</p>	<p>Next year, the PE coach will start Level 5 certificate in Primary School Physical Education Specialism.</p>
--	--	--	---	--

Key indicator 4: Broader experience of a range of sports and activities offered to all pupils

Percentage of total allocation:

20%

Intent	Implementation	Impact	Impact	Sustainability and suggested next steps:
Your school focus should be clear what you want the pupils to know	Make sure your actions to achieve are linked to your	Funding allocated:	Evidence of impact: what do pupils now know and what	Sustainability and suggested next steps:

and be able to do and about what they need to learn and to consolidate through practice:	intentions:		can they now do? What has changed?:	
Enhance the playtime experience by making playtimes and lunchtimes more active.	Sport leaders in Year 5 and 6 to lead and encourage sports and games in the playground. leader to organise and assist sports day 2022.	£3,882.		
To further enhance Ranelagh's partnership across the Tapscott Learning Trust	PE lead to work with the Lead TTLT Sports Development Coach to share the development of PE at Ranelagh and good practice. Continue to develop sports links with other schools.		Students from Year 2 through to Year 6 were offered the opportunity this year to compete in a range of sporting events. This allowed children the chance to compete as a team and for some to try new sports.	TTLT sporting events will continue with at least 16 competitions offered over the course of the academic year.
Year 6 pupils leave school 'water confident' with the majority able to swim 25m unaided	Continue to promote swimming as part of a healthy, active lifestyle and enable children to swim 25m unaided. Year 5s to take part in weekly swimming lessons. As part of the recovery curriculum Year 6s will take part in weekly swimming lessons for Autumn term.		Both Year 5 and 6 students were provided swimming lessons. For many this was their first time swimming and it was a great chance to be introduced to a new skill that will support them throughout life.	Year 5 swimming will continue next year to ensure as many children as possible can swim the 25 metres. This is always a challenge for our school as the majority of children have never swam before the school lessons.
Pupils are engaged in physical healthiness.	Develop pupils' confidence, independence and teamwork through opportunities for outdoor and adventurous activities.		Year 5 and 6 students attended Fair Play House where they faced daily challenges that they had to overcome. It supported them developing their independence and resilience and exposed them to new experiences and activities.	

Key indicator 5: Increased participation in competitive sport				Percentage of total allocation:
				10%
Intent	Implementation	Impact		
Your school focus should be clear what you want the pupils to know and be able to do and about	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	Sustainability and suggested next steps:

<p>what they need to learn and to consolidate through practice:</p>			<p>changed?:</p>	
<p>To create opportunities for children to learn, collaborate and compete through school sports.</p> <p>All pupils, to overcome barriers and enjoy the benefits of PE, sport and physical healthiness.</p>	<p>In addition to the FREE School Games offer, access to a comprehensive TTLT Sports Hub Competition Calendar which includes:</p> <ul style="list-style-type: none"> · 16 competitions / festivals for KS1 and KS2 agreed by P.E Subject Leaders · 3 SEND Festivals <p>SEND Festivals delivered for pupils and staff with exit routes signposted to extra-curricular activities</p> <ul style="list-style-type: none"> · 3 Girls Active Festivals <p>Girls Active Festivals delivered to encourage and support increased physical activity for primary school girls.</p> <ul style="list-style-type: none"> · Sports Camp <p>Talent identification events that inspires the next generation of athletes.</p> <ul style="list-style-type: none"> · Competition Celebration <p>Regular result updates and on-going points accumulation linked to the website.</p> <p>Awards of certificates, trophies, and medals for all competitions.</p>	<p>£1,941.</p>	<p>Students from Year 2 through to Year 6 were offered the opportunity this year to compete in a range of sporting events. This allowed children the chance to compete as a team and for some to try new sports.</p> <p>The SEND festivals allowed children who typically do not get these opportunities to compete in different activities and team events. These events help support children's confidence and independence; as well as life skills - such as changing and using public transit.</p>	<p>TTLT sporting events will continue with at least 16 competitions offered over the course of the academic year.</p> <p>More SEND events have been planned with new events and locations to offer the children. They were such a success and had such a positive impact on the students this year the plan is to have them on a more regular basis next year.</p>

Signed off by	
Head Teacher:	Shella Lawrenson
Date:	13/10/21
Subject Leader:	Shannon Tessier
Date:	18.07.2022
Governor:	Robert Sewell
Date:	21/10/21