

Evidencing the impact of the Primary PE and sport premium

Digby the Tedder School

Academic Year 2021 - 2022

Commissioned by



Department
for Education

Created by



YOUTH
SPORT
TRUST



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](https://www.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](#).

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Details with regard to funding

Please complete the table below.

Total amount carried over from 2019/20	£0.00
Total amount allocated for 2020/21	£17,041.00
How much (if any) do you intend to carry over from this total fund into 2021/22?	£876.52
Total amount allocated for 2021/22	£17,275.00
Total amount of funding for 2021/22. To be spent and reported on by 31st July 2022.	£18,151.52

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	100%
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	100%

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 /2022		Total fund allocated:	Date Updated: Sep 2021	
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: %
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 have more children, more active, more of the time.	- To enrich our provision in school through the use of Premier Education and the termly CGS Outreach Forum. - To include a greater range of after-school clubs to encourage greater participation. - Make effective use of the Heat Maps and Participation Trackers. - PE Lead to attend the CGS Outreach and the Lincolnshire County Conferences to ensure they remain informed on current and upcoming PE approaches and messages. - The Golden Mile track to be measured out on the field and playground. - Include the Golden Mile each day, where and when possible.	See anticipated spends 2021/2022 excel spreadsheet	- Daily Sensory Circuits. - Introduction of The Golden Mile. Most classes are seeing benefits. There have been some improvements in behaviour from this and hopefully we will see that it has had an even bigger impact as it become embedded. - Fitness Profiling – agility, coordination and flexibility identified as areas for development. These areas have been specifically taught and developed in P.E lessons. - Termly enrichment activities (Balance Bikes, Fencing, Inclusive Sports, Games of Actual Life) for all children. - Adults have utilized the	- To increase parental involvement in physical activity – parent circuits? Golden Mile? - Increase the number of children at a healthy weight. - Continue with the Golden Mile. We can then measure the impact from classes year on year by looking at the Golden Mile Participation Tracker.

			outdoor gym equipment – encourages communication and develops motor skills. • An increase in the number of children who have participated in extra-curricular clubs due to an increase in clubs offered. • 100% of children in KS2, who were identified as being inactive, have attended an active club or have been involved in a competition/festival.	
Key indicator 2: The profile of PESSPA being raised across the school as a tool for whole school 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:
• Children will feel a sense of pride in representing our school within the local community. • A whole school focus on understanding the importance on health and well-being. • P.E lessons are varied and offer different sports so children enjoy them and want to participate.	• P.E Lead to give a higher profile for P.E in school. • Provide a range of extra-curricular clubs to support enrichment and academic achievement. • New P.E equipment purchased to engage all learners in lessons. • New 'Star Players' introduced in 'Good as Gold' to share sporting achievements. • 'Team Tedder' display board to celebrate sporting	See anticipated spends 2021/2022 excel spreadsheet	• The P.E Lead is supported by all staff in regards to implementing new initiatives and interschool and interschool competitions. • A wide variety of extra-curricular clubs are offered which are well attended. We hope to increase KS1 participation next year through asking children about the clubs they would like to see happening.	• P.E Lead to maintain the high profile of P.E in school. • To continue to provide a wide range of sporting activities and extra-curricular clubs. • New equipment is looked after by all children. • Sporting achievements continue to be shared in 'Good as Gold'.

	achievements and show what clubs are on offer.		• New equipment has had a positive effect in P.E lessons. • Children are proud to share their achievements in 'Good as Gold' and enjoy the recognition at a whole school level. • Children enjoy seeing what is on offer in P.E lessons and in extra-curricular clubs. • Children have enjoyed participating in activities set up by Mr Denton on Wednesday and Thursday break and lunch times.	
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Key indicator 3: Increased confidence, knowledge and skills of all staff in teaching PE and 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:
• More children will experience high quality PE/active intervention. • Increase of the number of sporting opportunities offered.	• PE lead to work closely with the SGO/Premier Education to keep up to date with current initiatives and training opportunities.	See anticipated spends 2021/2022 excel spreadsheet	• LTP's updated by the PE Leads shared with all staff. This has ensured that there is the correct coverage of sports across the academic year and over the 2 year/4 year rolling plans. • 98% of pupils are meeting or exceeding year group expectations and there are increased opportunities for those children who excel in	• To ensure that new members of staff feel confident in their P.E teaching ability – CPD opportunities given and time to observe high quality teaching. • Complete staff questionnaire to all staff at the start of the year to assess confidence and plan where CPD needs

			sport.	are required.
Key indicator 4: Broader experience of a range of sports and activities offered to all pupils				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:
To use PE and Sport Funding to increase the number and range of opportunities available to all children both within and beyond the school day.	- Premier Education to run a different extra-curricular sports club each term. - To contact visitors regarding delivering workshops. - To signpost children to activities/clubs that suit their wants/needs. - Children to show an awareness for others including those with a disability.	See anticipated spends 2021/2022 excel spreadsheet	- Range of extra-curricular clubs offered through the use of Premier Education and Teachers. - Attendance at the majority of external sporting opportunities offered. - All pupils have participated in enrichment opportunities - Balance Bikes, Inclusive Sports, Fencing and Change for Life. - Children are signposted to local clubs through Twitter, School Jotter, leaflets and visitors.	- To increase attendance at external events. - To continue to provide a wide range of sporting activities and extra-curricular clubs.

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:
- To attend a wide range of competitions and festival against other local schools. - Children to take part in half termly intraschool competitions.	- School to be a key part of the School Sport Partnership programme. - To actively engage with CGS Outreach Competition Calendar. - Provide opportunities to compete at local clubs and signpost these opportunities.	See anticipated spends 2021/2022 excel spreadsheet	- Half termly intraschool competitions run by Premier Education where results contribute towards house totals. Children help to officiate, as well as participate in these competitions. - Participation Tracking ensures that children of all abilities and levels of enthusiasm can take part in external sports at a competitive level. - Premier Education continue to provide weekly opportunities for all children from EYFS up to Y6. - Parents are contacted with regards to taking children to competitions. This has increased the amount of competitions we can attend and have attended.	- Maintain membership of the Outreach programme. - Organise competitions against other local schools, outside of the ones hosted by the Outreach. - Continue to provide termly intraschool and interschool competitions. - Gold Games Mark 2022.

Signed off by

Head Teacher:	Mrs Alison Crawshaw
Date:	12.05.2022
Subject Leader:	Mrs Yasmin Durkan
Date:	12.05.2022