

Evidencing the impact of the Primary PE and sport premium

Website Reporting Tool

Revised July 2021

Cavendish Close Infants and Nursery School
Updated in July 2022
To be reviewed every half term.

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 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 2019/20 | £ |
| 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 | £17,710 |
| Total amount of funding for 2021/22. To be spent and reported on by 31st July 2022. | £ |

Swimming Data

Please report on your Swimming Data below.

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| <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> | N/A |
| <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 2020.</p> <p>Please see note above</p> | N/A |
| <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> | N/A |
| <p>What percentage of your current Year 6 cohort perform safe self-rescue in different water-based situations?</p> | N/A |
| <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> | N/A |

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: £17,710 | Date Updated: July 2022. | |
|---|--|--|---|
| 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?: |
| - To continue to provide engaging P.E lessons which are accessible for all following the REAL P.E scheme of work. Ongoing | To continue the school's REAL PE legacy membership subscription, including Jess Hall consultancy support. Regularly review each class REAL P.E equipment bag used for PE lessons. | No further cost. Consultancy days and subscription purchased last academic year. | Pupils are assessed on the REAL PE assessment wheel, skills progression is clear. Children are assessed at the beginning and end of every unit. Children's subject specific vocabulary for P.E is developing. REAL PE videos are now accessible for all adults on school server to support teaching physical skill in each P.E lesson. This ensure consistency between classes. Pupils enjoy playing |
| - To ensure both break and lunch times provide opportunities for all children to be physically active. | Regularly review outdoor equipment. Lead pupil interviews to enable 'pupil voice.' Children to vote what | £4,000 throughout the year. | Continue the subscription to the REAL PE scheme, it is a valuable resource for teachers to deliver effective PE lessons. KM to engage in subject leadership training opportunities- share CPD with staff. Continue to review outdoor equipment every half term. Research sustainable outdoor storage. |

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| <p>- To develop the outdoor play grounds by purchasing playground markings to support lunch time play times. ongoing</p> <p>- KM to re launch 'REAL P.E at home' to raise the profile of physical activity at home.</p> | <p>they would like to access during their play times. TO COMPLETE 2022/2023</p> <p>Children to have 5 minutes of 'free movement' at break times, remaining time is spent developing skills from REAL P.E lesson or Teacher led effective modelling of outdoor equipment.</p> <p>CD, CM and KM research companies</p> <p>KM to work with admin team to set up home learning log ins for all children in school. KM to support staff with how to send home physical activity challenges. These should be completed alongside weekly Maths and English homework (linked to REAL P.E unit.)</p> | <p>£4,000 tbc- to meet with Mrs Tusa to discuss outdoor learning developments in Autumn 2022 term.</p> <p>No cost.</p> | <p>with the resources outside and regularly ask to use these. Observations show that there has also been a clear improvement in sending and receiving skills.</p> <p>To re- launch again next academic year.</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: |
| | | | % |
| Intent | Implementation | I m p a c | |

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| 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: |
| <ul style="list-style-type: none"> - Teachers to engage in REAL Gym- Focus on raising the quality of teaching Gymnastics to ensure improvements in balance, agility and coordination for all pupils. - To enhance the provision and resourcing of gymnastics equipment across the school. - School P.E display is up in the school hall. Visitors can see the scheme of work we use. Teachers and children can use display as teaching and assessment tool. - To improve children's well-being through a love for sport. Focus on developing children's ability to | <p>REAL Gym training session booked for 5th April. Training will consist of several demonstration lessons and after school training.</p> <p>Teachers to teach Gymnastic lessons with confidence- to launch planning next academic year.</p> <p>E.Knapton and K.Marley - use REAL P.E supporting documents on display (Unit cogs, outcomes etc.)</p> <p>Elite Football Development (EFD) to deliver weekly mentoring sessions to</p> | <p>No additional cost to school- REAL Legacy membership includes REAL Gym training.</p> <p>KM to review Gymnastic equipment with REAL Gym trainer. Funding available to purchase new equipment if necessary.</p> <p>£4,000 budgeted for new Gymnastics equipment.</p> <p>£100 per day (once a</p> | <p>REAL Gym lessons to be launched in next academic year.</p> | |

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| communicate effectively, be resilient and to work as a part of a team. | selected children in Year 2. KM to support Year 2 teachers in allocating places for mentoring scheme of work. Sessions to start January 27 th until the end of Spring 2. EFD to support outdoor lunch time play 1:00-1:30 every Thursday with Year 2 children. | week) 10 sessions purchased = £1000. | | |
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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: |
| - To continue to support Teacher's knowledge and skills in delivering PE lessons. Ongoing | To continue to work alongside Jess Hall as our REAL P.E consultant support. Demonstration lessons, team teaching opportunities, continuing CPD. | Consultancy days were purchased last academic year. | Teachers expressed their increase in confidence in their own teaching after observing Jess Hall. Good feedback given to members of staff who have been observed in Spring 1- skill progression is clear and staff are embracing Jasmine as an effective teaching tool. | Continue to work alongside Create development when delivering Gymnastics lessons. Consultancy days, observations, lesson and assessment support opportunities. |
| - Provide team teaching opportunities for CPD to upskill and develop staff confidence. | Miss Knapton to offer team teaching opportunities as part of her Masters course. | No cost. | | Link in with Miss Knapton in her new role at Alvaston Infants (P.E champion.) Moderation. |
| - KM to observe all teaching staff and provide feedback using | J.Hall to support KM in P.E | No cost – use consultancy | | |

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| learning nutrition document- Ongoing- 3 teachers have been observed. | observation feedback initially. | days purchased last academic year. | | |
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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: |
| - For children's knowledge of different sports to broaden to develop a love of physical activity. Ongoing | <p>After school sports clubs to resume in Autumn 2.</p> <p>Elite Football Development to lead ASC opportunities for children in KS1 initially. Places to be offered to Reception children in Summer term.</p> <p>School to purchase ASC places to children who are on pupil premium register.</p> <p>Tuesdays- Football Wednesdays- Dodgeball Thursdays- Basketball</p> <p>In school sports opportunities to resume in Spring 2- Dance and Cheerleading clubs.</p> | <p>School to allocate PP places per term at a cost of £21 per place.</p> <p>Autumn 2- 18 PP places purchased by school and surplus places= £371</p> <p>Spring term- 10 PP places = £221</p> <p>Summer 1 term= £195</p> <p>Summer 2=</p> | <ul style="list-style-type: none"> - Excellent feedback from staff, parents and children. - Improved children's well-being and enjoyment of school. - Spring 1- numbers for clubs are rising. | <p>Mentoring sessions to resume from September 2022.</p> <p>After school clubs delivered by EFD to continue in the new academic year.</p> |

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| <p>- To provide high quality enrichment opportunities for all children. Ongoing</p> | <p>First enrichment opportunity booked for Dec 2021- Progressive Sports 'Glow in the Dark'</p> <p>To discuss purchasing Enrichment pack from Progressive Sports- one enrichment per half term. https://progressive-sports.co.uk/schools/enrichment/#</p> | <p>£204</p> <p>Whole day enrichment – 9 classes- £600</p> | <p>Research high quality enrichment opportunities for next academic year.</p> <p>There has been a real 'buzz' around dodgeball in school since progressive sports and EFD both began to deliver dodgeball sessions. After school dodgeball club is full to capacity and children often ask to play dodgeball at the end of the P.E lesson.</p> | <p>Link in with year group teams to link curriculum topics to enrichment opportunities.</p> <p>Research new and exciting opportunities that may broaden children's knowledge and skills.</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: |
| <ul style="list-style-type: none"> - Termly competitions to take place and information is published on the school website to raise the profile of sport. Promote sporting culture and fair play among pupils and encourage participation in different sports. (As per Key Indicator 2) - Support the CPD session for KS1 staff to promote healthy competition in sport. | <p>Arrange within class competitions and between class competitions related to major sporting events.</p> <p>With support of Miss Knapton</p> <ul style="list-style-type: none"> - KM to access 'Healthy competition in sport' training delivered by Create Development. Support Miss Knapton to deliver as part of her Masters qualification. | <p>No cost- in house competition.</p> <p>No additional cost to school. Training is delivered as part of REAL Legacy package.</p> | <p>Children to develop an understanding of sportsmanship and teamwork. Children to challenge themselves to beat their individual personal best.</p> <p>Unable to deliver whole school Rugby challenge due to late delivery of equipment.</p> <p>Football challenge completed June 2022- different sports challenges to be researched for next academic year.</p> | |

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| Signed off by | |
| Head Teacher: | |
| Date: | |

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| Subject Leader: | |
| Date: | |
| Governor: | |
| Date: | |