

New Silksworth Academy Infa

Evidencing the impact of the Primary PE and Sport Premium

Website Reporting To

Revised July 20



Commissioned by



Department
for Education

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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](#).



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Details with regard to funding

Please complete the table below.

Total amount carried over from 2019/20	£0
Total amount allocated for 2020/21	£
How much (if any) do you intend to carry over from this total fund into 2021/22?	£0
Total amount allocated for 2021/22	£19,182
Total amount of funding for 2021/22. To be spent and reported on by 31st July 2022.	£19,182

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	N/A
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	N/A
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	N/A
What percentage of your current Year 6 cohort perform safe self-rescue in different water-based situations?	N/A
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?	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: 2021/22	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:
				8.26%
Intent	Implementation	Funding allocated:	Impact	Sustainability and suggested next steps:
<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>Children to engage in more meaningful physical activity (PA) during break times and dinnertimes using non-conventional resources e.g. developing gross motor skills through building/creative play with the loose parts.</p> <p>Development of fine motor skills, gross motor skills and fundamental movements.</p> <p>Increase opportunities for PA, co-operative play, creative play and positive experiences during break times.</p> <p>PE lessons enhanced with a broader range of resources. E.g. Controlling balls of different size, weight, shape, surface etc. to allow children to master skills.</p>	<p>Make sure your actions to achieve are linked to your intentions:</p> <p>PESSPA Lead visited a school who have been awarded the platinum level OPAL Award. PESSPA Lead has invested in 'loose parts' to begin our OPAL journey which will officially begin next academic year, supported by training. For now, children have been able to explore new resources and become familiar with them.</p> <p>PE curriculum has been adapted so that lessons have a focus on mastering a skill in multiple ways to support growth, development and progression. A broader range of equipment has been bought (See Key 1 and Key 4) to allow for this approach.</p>	<p>Cosy Complete loose parts panacea (100+ items) £482.95</p> <p>Tyre Tastic (18 pack) £138</p> <p>Tiny tyres (15 pack) £99.50</p> <p>Lipped planks (3 pack) £48.95</p> <p>Slazenger Tennis balls 60pk – Bishop Sports £56.42</p> <p>Mesh Bibs Blue - Discount Football Kits £142.29</p> <p>Beech Jumbo Tray Storage Unit, 6 Bays for 6 Jumbo Trays x4 £240.80</p> <p>Training balls x10</p>	<p>Evidence of impact: what do pupils now know and what can they now do? What has changed?:</p> <p>Children are, and will continue to, develop their gross and fine motor skills.</p> <p>Children are accessing a wider range of physical resources at play times. Not all PA is sports based, allowing children with all interests to be successful in their physical development.</p> <p>PE Coach and Teachers able delivering more effective opportunities for growth, development and progression in lessons.</p>	<p>Sustainability and suggested next steps:</p> <p>All staff to access CPD from OPAL to develop our 'outdoor play and learning'</p> <p>Continue to buy resources which enable children to achieve success in a variety of ways.</p> <p>Invest in a music system to contribute to OPAL areas and PE lessons.</p>

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		£104.50 Primary play balls x15 £33.15 Skinned Foam balls x36 £44.25 Indoor foam balls x24 £66.16 Perforated hockey balls x60 £42.50 Bean bags x120 £85 TOTAL £1,584.47		
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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:
				2.29%

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>Children to be aware of PESSPA and be aware of staff's positive attitudes towards PESSPA.</p> <p>Children to understand the benefits of an active, healthy lifestyle.</p> <p>Invest in staff clothing for PE.</p>	<p>Sports clothing ordered for staff. Staff were excited and reacted very positively to the sportswear. Staff have worn school branded sportswear during PE lessons, competitions and sports events. This has raised the profile of our PESSPA offer to our children and our community.</p> <p>Staff to role model healthy, active lifestyles and promote PESSPA.</p> <p>Trampoline experience has been used as a sports related award for high levels of PA in school. Children have earned raffle</p>	<p>Nike Sports Jackets £194.74</p> <p>Elizabeth Embroidery, badge stitching £50</p> <p>Trampoline Experience – SuperTramp £131</p> <p>Bus2Limited – Transport to SuperTramp £65</p> <p>TOTAL £440.74</p>	<p>Children are more aware of PESSPA.</p> <p>Children understand the benefits of an active, healthy lifestyle.</p> <p>PESSPA is promoted through sports clothing.</p> <p>Children are more active through our 'Daily Active' challenge where children are active for a minimum of 30 minutes every day.</p>	<p>Continue with trampoline park treat.</p> <p>Continue with the EXTOL TRUST GAMES.</p>

	<p>tickets this year and winners have been drawn in assembly. This has incentivised children to engage more in PA.</p> <p>Additional: EXTOL GAMES was set up and children competed against other schools in our trust. This was then celebrated in assembly where children won medals (See Key 5).</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:
79.78%

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>Professional coach departing skills and knowledge and supporting the delivering of our PE curriculum through 'Team Teach models'.</p> <p>Ensure children gain expertise and skills from a qualified coach.</p> <p>Increase staff's skills and knowledge of delivering the PE curriculum, particularly dance.</p> <p>Develop our delivery of dance across all year groups.</p> <p>Develop our PESSPA offer across the trust and foster some synergy.</p>	<p>PESSPA Lead has completed NPQML project linked to team teach models in PE lessons. PESSPA Lead has observed staff and given feedback.</p> <p>PE Coach has supported the planning and delivery of PE lessons across each year group.</p> <p>Coach has delivered multiple sports clubs over the year.</p> <p>Didi dance has supported staff in the delivery of dance across all year groups.</p>	<p>AP Coaching £12,973.20</p> <p>Didi Dance £1,950</p> <p>Dance CPD for Farringdon CA £40</p> <p>Supply Cover x4 for NMc – PH CPD with N. McAvoy £320.87</p> <p>Book: A Year of Primary PE, by Mark Carter £20.50</p> <p>TOTAL £15,304.57</p>	<p>PE lessons follow the national curriculum and the curriculum NSA provide is progressive, fun and engaging.</p> <p>Collectively, staff feel confident delivering PE and are having a bigger impact on the children.</p> <p>Children have thrived in dance lessons this year with their performances, creativity and use of dance terminology.</p> <p>Through Mark Carter's book, our PE Coach and staff now have a huge arsenal of engaging PE warm ups and activities.</p>	<p>Continue to ensure Team Teach models are being delivered effectively and that children are supported and challenged effectively.</p>

Key indicator 4: Broader experience of a range of sports and activities offered to all pupils				Percentage of total allocation:
				3.62%
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>Additional achievements:</p> <p>Develop wider interest in sports, games and activities by offering a wider range.</p> <p>Reach out to children who are not engaging in sports and games, supporting them in finding new interests.</p> <p>Improve and increase the quality and quantity of resources for PE lessons, break times and afterschool clubs.</p> <p>Develop more opportunities for outdoor learning and play.</p>	<p>Visited the local ski slope.</p> <p>Booked Zumba sessions for all year groups, this was in addition to PE lessons.</p> <p>Bought resources to provide newer experiences.</p> <p>Join in with all SLA events.</p>	<p>KS1 Snow tubing – Everyone Active £80</p> <p>Snow tubing transport – White Star Travel £150</p> <p>Zumba Sessions – Active Families NE £180</p> <p>Space hopper race kit £78.75</p> <p>PlayHok Hockey Set x2 £135</p> <p>Foam javelins x12 £71.08</p> <p>Total £694.83</p>	<p>Children engaging in more minutes of physical activity throughout the day/week.</p> <p>Children engaging in friendly and competitive sports and games with other schools.</p> <p>Children have more opportunities to practise skills and techniques, vastly improving their chances of reaching their sporting potentials.</p> <p>Children developing new interests in sports games and active lifestyles.</p>	<p>Continue to attend all events provided by the SLA. Continue to work with SLA to push for events which deliver both developmental aspects as well as competitive aspects so all children are catered for.</p> <p>Develop more sporting opportunities with schools in the trust.</p> <p>Develop a ‘residential pathway’ for students. This would involve each year group going on trips exploring the outdoors and each trip being progressive so that by Y6, ALL children feel confident enough to attend a 3-5 night residential.</p>

Key indicator 5: Increased participation in competitive sport				Percentage of total allocation:
				2.45%
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:
Continue to provide plentiful opportunities for competitive sports. Ensure 100% participation of children in competitive sports. Raise profile of Sports Day and EXTOL GAMES.	Attended all possible events on the SLA Sports Calendar. Successfully led the EXTOL GAMES (ETG) across our trust with 100% participation of children. Celebrated the ETG with medal ceremony in assembly. Raised profile of school sports teams with regular updates and announcements in assemblies or via Class Dojo posts; celebrating successes and participation in events.	Rosette Stickers – TTS £99.75 Gold medals – Trophies Plus Medals £124 Silver medals – Trophies Plus Medals £124 Bronze medals – Trophies Plus Medals £124 TOTAL £471.75	100% of children have engaged in competitive sport. Children have developed their self-esteem and confidence through successes in attending events, earning rosette stickers on Sports Day and winning medals through the ETG.	Continue to attend as many events as possible through the SLA calendar. Continue with ETG next year.

Signed off by	
Head Teacher:	Emma Robins
Date:	21/7/22
Subject Leader:	Peter Harding
Date:	21/07/22
Governor:	Phil Tye
Date:	21/7/22