

Evidencing the impact of the Primary PE and sport premium

Website Reporting Tool

Revised July 2021

Academy: Temple Normanton
PE Lead: Ben Otter
Principal: Leica Carter

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.



Details with regard to funding
Please complete the table below.

| | |
|---|---------|
| Total amount carried over from 2020/21 | £5688 |
| Total amount allocated for 2020/21 | £8713 |
| How much (if any) do you intend to carry over from this total fund into 2021/22? | £8713 |
| Total amount allocated for 2021/22 | £16,600 |
| Total amount of funding for 2021/22. To be spent and reported on by 31st July 2022. | £16,504 |

SwimmingData

Please report on your SwimmingData 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 | 75% |
| 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 | 75% |
| 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 | 69% |
| What percentage of your current Year 6 cohort perform safe self-rescue in different water based situations? | 100% |

| | |
|--|-----|
| 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? | Yes |
|--|-----|

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: £16,600 | 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: |
|--|--|--------------------|---|---|
| | | | | 6% |
| 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 TNJA. | 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 level they are | 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. |

| | | | | |
|---|---|-------------------------|---|---|
| <p><u>Healthy Start</u></p> <p>Pupils to be provided with a breakfast club at the start of the day.</p> <p><u>After School Provision</u></p> <p>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>Rotation of events throughout the year providing new experiences for pupils in a variety of sports, some of which are not available through the curriculum.</p> | <p>£700</p> <p>£300</p> | <p>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>Continue this provision throughout the academic year providing new opportunities for all pupils to access these clubs.</p> |
|---|---|-------------------------|---|---|

| Key indicator 2: The profile of PESSPA being raised across the school as a tool for whole school improvement | | | | Percentage of total allocation: 2% |
|---|---|--------------------|--|---|
| 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 |
| <u>Raised profile of PE at TNJA</u> <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. | -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. | £340 | 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. 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. | Introduce a further board which can link these behaviours to current happenings in the sporting world where pupils can relate to their idols and known sport stars. Literature to be linked to any sports covered in the curriculum and used as "class text" to open discussion points at the end of the lesson. |

| | | | | |
|--|--|--|--|--|
| | | | | |
|--|--|--|--|--|

| Key indicator 3: Increased confidence, knowledge, and skills of all staff in teaching PE and sport | | | | Percentage of total allocation: |
|---|---|--------------------|--|--|
| | | | | 8% |
| 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 |
| <u>ACET CPD</u> 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. | £1300 | 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: |
|---|---|--------------------|--|---|
| | | | | 60% |
| 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 - Field marking | Replenish worn, broken and unsafe equipment. Invest in new bibs, Netballs and smaller items to address issues with specific sports. Marking updated in line with curriculum sports. Pupil premium to be used to buy specialist equipment. | £1954 | 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. Pupils learnt rules for games and sports which they would not have been able to put in to practice on unmarked pitches. 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. Continued provision to allow pupils to have access to a wide range of sports as a part of their curriculum. 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 - Sports day t-shirts | <ul style="list-style-type: none"> - Children with lost or forgotten kit can participate safely and in full - Children have the chance to represent their house team at sports day | <p>£660</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>Younger children within school will be able to recognise their house more easily and will also start to understand values of pride, passion and team spirit within house events.</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>T-shirts to be stored in a dry clean place to ensure they are well preserved</p> |
| <p>Cross Curricular Learning</p> <ul style="list-style-type: none"> - Moki Bands - Orienteering Lesson plans | <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 - Teachers to have access to active ways to teach the wider curriculum | <p>£1200</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>Staff now feel confident in using the resources, creating maps and leading lessons on orienteering when delivering subjects from the wider curriculum.</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>Continued subscription to the CCO website which has a huge range of resources and lesson plans</p> |

| | | | | |
|---|--|--------------|--|--|
| <p><u>Storage and Stage</u></p> <ul style="list-style-type: none"> - New stage for performances <p>New storage shed</p> | <ul style="list-style-type: none"> - Stage for children to perform gymnastics and dance on - New shed to help maintain equipment better | <p>£1550</p> | <p>Pupils will be able to peer assess more easily with a better view point for performances during creative units of work such as dance and gymnastics. Peer assessment aids the development of subject knowledge as more in depth discussions can take place between the class.</p> | <p>plans which can be used by all staff across the academy.</p> <p>The storage will allow the stage to be kept off of the floor and the valance will be stored in a dry space inside school.</p> |
| <p><u>Swimming</u></p> <p>Swimming lessons are part of the National Curriculum and travel</p> | <p>Children swim throughout the academic year, busses to and from the centre cost included.</p> | <p>£4101</p> | <p>Equipment can now be stored together ready for faster planning and lesson preparation rather than at opposite ends of the school and in damp conditions.</p> | <p>PE equipment can now be stored more safely, prolonging its life and usability.</p> |
| <p>Sports Reward and Travel to OAA</p> | <p>Pupils in Year 6 to have a sport related treat for their hard work towards SATS.</p> <p>Children to have the OAA transport paid for on their residential.</p> | <p>£500</p> | <p>See swimming data above</p> <p>Children to experience sports related reward to look forward to and enjoy as extrinsic motivation for their academic progress in SATS.</p> | <p>Continue as part of the PE curriculum.</p> <p>Continued provision for both of these.</p> |

| | | | | |
|--|--|--------------------|--|---|
| | | | Reduce price for all pupils of the OAA trip increasing participation. | |
| Key indicator 5: Increased participation in competitive sport | | | | Percentage of total allocation: 23% |
| 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 |
| Competitions <ul style="list-style-type: none"> - ACET competitions - SHAPE competitions - Inter school competitions | TNJA to commit to all of the events throughout the year which are hosted by different providers. | £3900 | <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 SHAPE provide children to network with clubs and other pupils in the 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</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 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> |

| | | | | |
|--|--|--|------------------------|--|
| | | | supportive environment | |
|--|--|--|------------------------|--|

| | |
|-----------------|------------------|
| Signed off by | |
| Head Teacher: | Leica Carter |
| Date: | 20/7/22 |
| Subject Leader: | Ben Otter |
| Date: | 10/7/22 |
| Governor: | Natasha Froggatt |
| Date: | 15/7/22 |