

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





Details with regard to funding

Please complete the table below.

| | |
|---|---------|
| Total amount carried over from 2019/20 | £ 0 |
| Total amount allocated for 2020/21 | £ 0 |
| How much (if any) do you intend to carry over from this total fund into 2021/22? | £ 0 |
| Total amount allocated for 2021/22 | £ 19210 |
| Total amount of funding for 2021/22. To be spent and reported on by 31st July 2022. | £ 19210 |

Swimming Data

Please report on your Swimming Data below.

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| 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 | |
| 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 | 88 % |
| 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 | 88 % |
| What percentage of your current Year 6 cohort perform safe self-rescue in different water-based situations? | 88 % |

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?

No

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: £19210.56 | 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: | |
| | | | % | |
| 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: |

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| Provide an inclusive sports club for SEND pupils at Blaby Stokes. | The school took part in an Inclusive Sport Club targeting SEND pupils. A coach from SLSSP delivered a 6 week club alongside a member of staff. | Spent £2700 (South Leicestershire SSP Membership) | | A member of staff supported the club. They have learnt about Inclusive sports and will lead the club next academic year. |
| Inspire ALL students to get involved in 30 minutes of physical activity during school time and take part in physical activity outside of school. | The whole school took part in the Move It March project. Each child was given a physical activity tracker to fill out during March 2022. Certificates and prizes were awarded to children who achieve physical activity milestones (250 active minutes=Bronze, 500 active minutes=Silver, 750 active minutes=Gold and 1000 active minutes=Platinum). Pupils were also given points for achieving milestones and the most active class won a trophy. | SLSSP Membership | | The school continue to promote daily physical activity through PE lessons and communications with parents. The school will take part in Move It March next year. |
| | We promoted SLSSP holiday resources to all parents and students. SLSSP produced resources to inspire children to be active and healthy over the Christmas holiday. | SLSSP Membership | | |

| 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: |
| To engage student voice and use students' leaders to raise the profile of PE and School Sport. | <p>The school trained 4 students to become Sports Ambassadors to promote physical activity. The ambassadors formed a school sport organising crew and devised action plan to promote PE and physical activity in school.</p> <p>The ambassadors took control of a PE and school sport noticeboard. The notice board included the physical activity guidelines infographics. Younger students were encouraged to submit pictures of themselves taking part in physical activity, sporting achievements were included on the noticeboard.</p> <p>Sporting achievements were also celebrated sport in assemblies. The school newsletter to contain information about physical activity, sports clubs and fixtures.</p> <p>4 students were trained to become Well-being Ambassadors to support mental health and internet safety in</p> | <p>SLSSP Membership</p> <p>SLSSP Membership</p> <p>SLSSP Membership</p> <p>SLSSP Membership</p> | | The school continues to train and give opportunities to the Sports Ambassadors. Sports Ambassadors will be trained next year to ensure student voice is represented in the school's physical activity offer. |

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| Embedding Physical Activity and Well-being into the school day | <p>school. The Well-being Ambassadors have been supporting the Sports Ambassadors.</p> <p>We utilised the SLSSP Return to Well-being resources to support students back into school.</p> <p>These included:</p> <p>5 minute videos played during form time (registration). The focus was on mental health, dealing with anxiety, anger and bereavement and relaxation techniques.</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: |
|---|--|--------------------|--|--|
| | | | | % |
| 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: |

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| <p>Promote a whole school approach to PE and School Sport -providing all staff with professional development, mentoring, appropriate training and resources to help them teach PE and sport more effectively to all pupils, and embed physical activity across your school</p> | <p>Our PE co-ordinator has taken part in local PE Subject Leader meetings. The PE Co-ordinator shared the learnings with all colleagues during staff meetings</p> <p>Our hired a Sports Coaches to work alongside teachers to enhance or extend current opportunities offered to pupils - teachers learnt from coach the necessary skills to be able to teach these new sports and physical activities effectively</p> <p>After the Sport Coach left the school for another job, Si Sports (a coaching company) were hired to work alongside teachers to enhance or extend current opportunities offered to pupils - teachers learnt from coach the necessary skills to be able to teach these new sports and physical activities effectively</p> <p>As a school, we have bought into the Complete PE scheme to aid teachers with the delivery of high-quality PE teaching. Complete PE comprises of sequences of learning</p> | <p>SLSSP Membership</p> <p>Spent £11,381.00</p> <p>Spent £1785 Planned Spend June/July £896</p> <p>Spent £386.04</p> | | <p>SLT will continue to champion the PE co-ordinator role. The PE co-ordinator will deliver whole school staff workshops. The PE Co-ordinator will also survey staff to highlight areas of PE where further CPD is needed.</p> |
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| | for Foundation, KS1 and KS2. | | | |
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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: |
| Additional achievements: Provide all pupils with a broad and balanced PE curriculum and school sport offer, which includes alternatives to traditional sport. | <p>Our most talented Year 5 and 6 pupils took part in the South Leicestershire Gifted and Talented works.</p> <p>The school sent out the SLSSP Festive Fun booklet to all parents, it was designed to keep children and families active over the Christmas holiday despite the COVID-19 restrictions. Also we promoted the SLSSP parent portal which contains information about local walking routes and fun physical activity videos.</p> <p>Our school took part in lots sports challenges to raise awareness of the Commonwealth Games, which take place in the summer,</p> | <p>SLSSP Membership</p> <p>SLSSP Membership</p> <p>SLSSP Membership</p> | | |

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| | <p>including a Baton Relay challenge. The challenges were a part of the SLSSP's Commonwealth Games virtual competition.</p> <p>Our school invested in equipment so we could offer a broader PE and school sports offer, this included a variety of tennis ball, goals, paddles, sports kit and golfing equipment. The investment meant we could offer more sports to our students including golf.</p> | <p>Equipment Costs</p> <p>£628.87</p> <p>£1388.12</p> <p>£45.53</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: |
| Increasing and actively encouraging pupils' participation in the school competition. | Subscription to SL SSP provides opportunities for high ability, lower ability, SEND and less active pupils. Pupils took part in the following competitions: Football League Rice Bowl Competition Girls Football Cross Country Area Athletics | SLSSP Membership | | The school will continue to take part in competitions next academic year. SLSSP will promote a blended approach next year, both virtual and face to face competitions will take place. The school is committed to taking part in the local competitions. |

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| Signed off by | |
| Head Teacher: | |
| Date: | |
| Subject Leader: | |
| Date: | |
| Governor: | |
| Date: | |