

Evidencing the impact of the Primary PE and sport premium

Website Reporting Tool

Revised July 2021

Severne Primary School
Expenditure
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.

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 2022.

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Details with regard to funding

Total amount carried over from 2019/20	£0
Total amount allocated for 2020/21	£19,520
How much (if any) do you intend to carry over from this total fund into 2021/22?	£8,032
Total amount allocated for 2021/22	£19,520
Total amount of funding for 2021/22. To be spent and reported on by 31st July 2022.	£27,428

Swimming Data

<p>Meeting national curriculum requirements for swimming and water safety.</p> <p>In line with the conditions to publish pupils' swimming data we will carry out a full pupil swimming audit during this academic year and publish results in the table subsequently. Currently Year 3 (60 pupils) swim for a total of 10 weeks (class 7), 11 weeks (class 8), Year 4 10 weeks (class 5), 11 weeks (class 6), Year 5 class 3, 7 weeks, class 4, class 3, 6 weeks and Year 6, class 1 7 weeks and class 2, 6 weeks at a local pool funded fully by Severne Primary School. In order to monitor pupil progress, swimming data is collated at the beginning and end of each swimming period. Staff have access to STA swimming schemes of work and are supported by teachers at the pool</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>	
<p>What percentage of your current Year 6 cohort swim competently, confidently and proficiently over a distance of at least 25 metres?</p> <p>Swim 5 – 10 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 2021.</p> <p>Please see note above</p>	<p>21%</p> <p>33%</p>
<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>	67%

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What percentage of your current Year 6 cohort perform safe self-rescue in different water-based situations?	54%
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 Booster groups in the final half-term once restrictions were lifted.

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:	
<p>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</p>					Percentage of total allocation:
					78%
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?:	
Children are to be active for a much of the school day as possible. School should aim to provide opportunities for the children to be physically active for a minimum of 30 minutes a day in school and encourage the children to be active for 30 minutes outside of school (in line with the chief medical officer's guidelines).	Provide opportunities to be physically active throughout the school day. PE Lessons Playtimes Daily Mile After School Clubs		£10,530	Children have had a greater opportunity to get involved in a variety of sports including Bosu Sports Club, football (yrs 1-6), dodgeball, dance, table tennis and cricket and have developed their confidence in physical activity.	
	Enhance out of school hours provision		£5,285	Clubs have offered children the chance to experience a competitive environment. Table Tennis and	
				Increasing knowledge and experience for a lifelong benefit in health and wellbeing Children to try out new sports and form links with local clubs, such as Glenn Sports, Gemz Dance, Animate, Table Tennis, Football and the ball sports coach. To develop opportunities to develop benefits from PE and sport through team building, pride in achievement and the	

	<p>Contract Sports coaches to support with delivering physical activities. Glenn Sports - specialised sports coach employed to increase the time in which children are physically active at both at school and in afterschool clubs.</p> <p>Balance Ability programme ran for EYFS pupils</p> <p>Additional play-time equipment to provide a range of sporting equipment to each class bubble so that children have a range of activities to choose from to participate in during their play times</p>	<p>£5,618</p>	<p>Football matches/competitions</p> <p>PSHE lessons have helped children become more informed about healthy lifestyles.</p> <p>Glenn Sports clubs are extremely well attended, increasing the time children are physically active. 2 clubs are running allowing 2 groups of 30 children to be physically active for 1 hour.</p> <p>Registers of Balance Ability taking place.</p> <p>Due to COVID-19 restrictions, previous equipment which was shared was no longer available. New equipment purchased so that ALL classes throughout the school have the opportunity to participate in a range of sporting activities during their break times. This can be seen when observing play times at school, each class has access to</p>	<p>importance of a healthy lifestyle</p> <p>Continue to have Glen working with groups of children and staff through-out the school day and in extra-curricular clubs as this provides structured time where the children can be physically active and also develop socially.</p> <p>2 members of school staff trained to coach Balance Ability and the purchase of schools own bikes/teaching resources</p> <p>All classes can continue to participate in playground games encouraging them to achieve 60 active minutes throughout the day. Certain items (e.g. sponge tennis balls) will need to be replenished over time</p>
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	Build capacity in lunchtime staff in order to enhance physical provision and supervision during lunchtime period. Monitor participation in physical activity throughout school.		equipment Beacon School Support training purchased through Network Group	Beacon School Support training and resources on going supplementary training for all lunchtime supervisors at Severne Primary School.
Key indicator 2: The profile of PESSPA being raised across the school as a tool for whole school improvement				Percentage of total allocation: 4%
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:
We have a focused curriculum that allows the children to develop skills built on previous pre-requisite skills learnt. Children to have 2 hours of P.E. lessons taught each week. One PE lesson will focus on specific sports and skill development whilst the other will focus on physical fitness. PE Co-ordinator to develop support for Teachers in regular lessons	Purchase of a PE scheme of work from PE Primary Planning – this has allowed a new curriculum to be created which is specific to the children of Severne Primary School. All lessons are to follow the new scheme of work. This will be taught alongside the existing fitness curriculum, this has been altered so that pre-requisite skills follow on each year allowing for enhanced progression.	£395	A PE curriculum map/Action Plan has been created, weekly plans have been checked alongside walk-through observations. This is a long-term impact which is expected, as the children go through school, their skill levels in specific sports (those focused on in the curriculum) should improve, this would be seen through lesson observations and assessment data. Assessment to begin to take place after planning fully embedded.	Allow the PE curriculum to embed within school. Pay close attention to assessment data and lesson observations. Amend any topics which do not seem suited to the children of our school. Provide staff training to new members of staff and any current members of staff to allow them to best understand the new curriculum. Revise and update the fitness planning (if required).

<p>Equipment bought/replenished to allow PE curriculum to be taught</p>	<p>New equipment has been purchased to allow all aspects of the scheme of work to be taught.</p> <p>Release (of the PE coordinator) to teach PE lessons alongside class teacher and teaching assistants for a half term.</p>		<p>Correct equipment allows for the lessons to be taught as prescribed and allows for the transfer of skills from one year to the next.</p> <p>Children are aware of their fitness levels and are striving to improve them.</p> <p>Children become aware of the importance of their personal fitness allowing it to become integral to their lives serving them for a life beyond education. The assessments provide the children with additional motivation to improve their overall fitness during the fitness element of PE lessons.</p>	<p>Continue to replenish and replace equipment when needed, buy additional equipment for children with SEND if required so that they can access the PE curriculum.</p> <p>Look to implement 'booster' lessons where needed.</p>
<p>A higher proportion of children are to leave school with the capability to swim 25m and perform self-rescue</p>	<p>All children in years 3,4,5 and 6 to attend swimming sessions for a term each at Fox Hollies Leisure Centre. This will mean additional swimming sessions will be booked in the summer term to accommodate Year 3. Any Year 6 children unable to swim 25M will also receive additional lessons within the summer term to boost.</p>	<p>£609</p>	<p>Increase in the number of children who can swim proficiently at 25m and perform self-rescue. Children would have the necessary survival skills when required in an emergency situation.</p>	<p>Children will develop swimming skills missed during lockdown, exit swimming data will improve and future swimming programmes to be less intensive.</p>
<p>To ensure physical education, school sport and physical activity is celebrated throughout school</p>	<p>Termly sports newsletter to be in place, frequent usage of school website and social media. Displays</p>		<p>Website, Twitter, class activities, display boards, newsletters,</p>	<p>Children feel pride in</p>

	around school in place and updated by the sports coordinator		assemblies.	themselves and their teams
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				Percentage of total allocation:
Key indicator 3: Increased confidence, knowledge and skills of all staff in teaching PE and sport				%

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:
Employing specialist PE teachers and qualified coaches to work alongside teachers in lessons to increase their subject knowledge and confidence in PE.	Specialist provision will assist in the planning and delivery of PE lessons throughout the school. Glenn Sports follows school PE planning.	KI 1	Children's skill levels in the respective sports will increase due to specialised coaching. More children will look to join clubs outside of school hours. Social and emotional skills of the children will be enhanced. More children will be active for 60 minutes after-school .	Develop further links with local clubs and coaches Re-employ coaches who are successful for the following academic year.

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:

<p>Additional achievements:</p> <p>Residential Trips Children engaged in a variety of activities and given wider opportunities and experiences</p> <p>Providing chess activities</p> <p>Take part in and arrange inter-school Completions. S90 Football Development Office – Girls football.</p> <p>Links to Table Tennis Club</p> <p>Link to Cricket Clubs</p>	<p>Year 6 – Frank Chapman Centre</p> <p>Children are invited to after school chess club and have also been able to take up chess as part of the curriculum</p> <p>Develop links with local schools Book a minibus. Arrange extra-curricular training sessions for the children taking part Order medals Send letters and texts to parents</p>	<p>£3780</p>	<p>Pupil Voices & photographs Children gain experiences that they would not normally do e.g. rock climbing, abseiling, orienteering, caving, archery and other activities</p> <p>Ani-Mate Chess Club will run these sessions to enable pupils to learn chess improve thinking skills and play games</p> <p>Children taking part in competition Children enjoying competitive sport and wanting to take part in competitive sport outside of school hours</p>	<p>This will continue to develop pupil's confidence and self-esteem as well as the physical, health and social aspects of PE</p> <p>Chess activities take place twice weekly as well as invites to annual tournaments in London, King Edwards school tournament and our own school tournament.</p> <p>Links developed making future competitions easier to hold. Children seeking further physical activity outside of school hours.</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:
To increase the number of sporting competitions available for the children to access	Provide intra school competitions in football, cricket and tag rugby. Tennis matches for yr5/6	£1,211	% of children participating in school games	Children to explain where they went and what happened at the competition. Details included in termly sports news.
Buying into existing local sports networks such as Ninestiles school sports partnership and The South Birmingham Schools Football Association and Archbishop Ilsley Edenbridge Playing Fields Project	The school will join available sports networks, e.g. football, cricket, tennis and tag rugby etc		To increase pupil participation in sports events. To give Gifted and Talented children opportunities to apply their skills in competitions.	Activities are firmly embedded in each year group. Next step is to differentiate each skill.

Signed off by	
Acting Head Teacher:	Mrs S McMahon
Date:	13/07/2022
Subject Leader:	Mr L Angus
Date:	13/07/2022
Governor:	Mrs S Jackson
Date:	13/07/2022