

Evidencing the impact of the Primary PE and sport premium

Website Reporting Tool

Revised October 2020

Ankermoor Primary
Academy 2020-21

Commissioned by



Department
for Education

Created by



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SPORT
TRUST





It is important that your grant is used effectively and based on school need. The [Education Inspection Framework](#) (Ofsted 2019 p64) 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 criteria](#) (p41) inspectors consider the extent to which schools can articulate their curriculum (INTENT), construct their curriculum (IMPLEMENTATION) and demonstrate the outcomes which result (IMPACT).

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

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 as well as on the impact it has on pupils’ PE and sport participation and attainment by the end of the summer term or by **31st July 2021** at the latest.

**** In the case of any under-spend from 2019/20 which has been carried over this must be used and published by 31st March 2021.**

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](#).

Support for review and reflection - considering the 5 key indicators from DfE, what development needs are a priority for your setting and your pupils now and why? Use the space below to reflect on previous spend and key achievements and areas for development.

Please note: Although there has been considerable disruption in 2020 it is important that you publish details on your website of how you spend the funding - this is a legal requirement.

N.B. In this section you should refer to any adjustments you might have made due to Covid-19 and how these will influence further improvement.

Key achievements to date until July 2020:	Areas for further improvement and baseline evidence of need:
<ul style="list-style-type: none"> • Children participating in competitive sport through inter-class competition during PE lessons, applying skills taught. • A range of extra-curricular opportunities (lunch-time and after-school) were offered each term, some of which were taught by school staff and others through external providers/coaches (football, dodgeball, multi-skills) Covid implications followed • All Year 4/5 children continue to receive weekly swimming lessons (prior to Covid-19 school closure), resulting in year 6 outcomes of 76% of the cohort able to swim 25m and 76% able to use a range of strokes effectively. • Continued increase with participation in competitive sports events: Cross-country Y3/4 and Y5/6 boys and girls; KS2 Area Sports (Tamworth Sports Competition); Y5/6 Cricket (Tamworth Sports Competition); 5/6 Tag Rugby (Tamworth Sports Competition); Y5/6 Tamworth Boys Football (County competition and beyond); KS2 Tamworth Swimming Competition; Swimming Gala; KS2 Dodgeball competition; KS2 Basketball competition • Development of outdoor games activities through use of external coaching company. • Opportunities to access a broader provision of activities (forest school) to allow all learners to develop confidence and self-esteem. • Resources to impact on P.E and games positively, enabling learners to engage using quality equipment. 	<ul style="list-style-type: none"> • To increase participation in competitive sport when Covid restrictions allow. • Work with In-Motion sports to re-establish lunchtime/afterschool clubs when government guidance allows fully. • Organise a range of in-house enrichment days throughout the academic year to ensure children are still offered a range of sporting opportunities. • CPD opportunities to upskill staff via work with accelerate learning (Health and well-being focus). • Provide further opportunities for children to use the Forest school area to improve self-esteem and well-being. • Ensure the return of those who have been less active is measured and impact made. • Provide an area for Key Stage 1 children to ensure active opportunities are provided for all.

Did you carry forward an underspend from 2019-20 academic year into the current academic year? No

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.	2020-21
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.	%
What percentage of your current Year 6 cohort use a range of strokes effectively [for example, front crawl, backstroke and breaststroke]?	%
What percentage of your current Year 6 cohort perform safe self-rescue in different water-based situations?	%
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/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: 2020/21		Total fund allocated: £17,240		Date Updated: July 2021	
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:
					23%
Intent	Implementation		Impact		
<i>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:</i>	<i>Make sure your actions to achieve are linked to your intentions:</i>		<i>Funding allocated:</i>	<i>Evidence of impact: what do pupils now know and what can they now do? What has changed?:</i>	
Outdoor education (Forest School): Provide opportunities to ensure that skills flourish not only academically but also with a focus on social and emotional needs.	<ul style="list-style-type: none"> - Enrichment continues therefore classes receive regular forest school lessons (over three-week cycle). - Physical activity increased and new skills developed to raise activity levels and self-esteem. 	Forest School lead (1 Friday afternoon per week). £4000	<ul style="list-style-type: none"> - Children have greater time outdoors and have a better understanding of how to stay safe outdoors. - Children develop a range of key life-skills. 	<ul style="list-style-type: none"> - Forest school lead is trained fully and can offer provision year on year. - Forest area is well established with a range of resources including newly built area for academic sessions. 	
Key indicator 2: The profile of PESSPA being raised across the school as a tool for whole school improvement					Percentage of total allocation:
					6%
Intent	Implementation		Impact		
<i>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:</i>	<i>Make sure your actions to achieve are linked to your intentions:</i>		<i>Funding allocated:</i>	<i>Evidence of impact: what do pupils now know and what can they now do? What has changed?:</i>	

<ul style="list-style-type: none"> - High quality PE lessons delivered during curriculum time. - Monitoring use of schemes and whole school PE coverage. - Play leaders develop younger pupils into becoming leaders themselves. 	<ul style="list-style-type: none"> - New employment of a sports coach to support the delivery of quality P.E across school, raising the profile of sporting opportunities. - Work with outside agency to ensure the area of Health and fitness is of paramount importance especially in Year 6. - Inter house competitions played throughout the year as organised by class council – dodgeball, football etc -Play Leaders to run their own club for younger pupils at lunchtimes. 	<p>In-Motion £1000</p>	<ul style="list-style-type: none"> - Pupil Voice to discover the impact of sports coach in school. - Baseline measurements made to allow progress to be measured for specific year 6 group. - Inter house competitions raise profile of competitive sport within school. As many children as possible to participate in houses. 	<ul style="list-style-type: none"> - Play leaders have more impact in light of the Covid restrictions lifting. - Sports coaches have more impact on children across the school due to restrictions lifting.
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Key indicator 3: Increased confidence, knowledge and skills of all staff in teaching PE and sport				Percentage of total allocation:
				12%
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:
- Team teaching opportunities for KS1 and KS2 staff	- Teaching staff to start to work alongside sports coach to improve teaching and learning in PE through sharing of expertise and resources (Covid allowing due to bubbles)	£2000	- Raised confidence in the teaching of PE - Sporting skills and standards achieved by children are significantly raised - Children are exposed to a wider variety of sports and given the opportunity to develop a wider range of sporting skills	- Pupil have developed a love of PE and feel confident to continue to participate with health and sport.
Key indicator 4: Broader experience of a range of sports and activities offered to all pupils				Percentage of total allocation:
				58%
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:
-Promote a healthy lifestyle and opportunity of accessing a broader range of experiences through use of a sports trail and Outdoor Gym Equipment which will motivate children to lead a healthy lifestyle and be active as much as possible.	-Work with School council to identify aspects of need for children in KS1 to broaden experiences and raise a healthy lifestyle understanding. -Purchasing of resources to ensure children have the necessary equipment to access a broader set	Equipment and resources £10000	- Increased pupil participation and active learning during lesson, break and lunch times. - Promote a healthy lifestyle and boost mental wellbeing. Children will have the opportunity to take part in physical activity in a more attractive environment with	- Further increased opportunities for children on the playground.

	of experiences.		outdoor gym equipment that is easily accessible and a joy to use.	
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Key indicator 5: Increased participation in competitive sport				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:
Increased participation in inter-school competitive events through developing closer links with Tamworth Sports Council Develop and enrich quality of intra-competitive sport.	PE lead and other staff to accompany children to competitions. Track number of children taking part in competitions. Increased intra-school competitive events throughout the year linked to school opportunities and individual abilities so all can experience competition.	Tamworth Sports Council £100 Staff time / transport costs £900	Registers and tracking show increased participation in interschool sports competitions. Intra-school events ensure all children have the opportunity to become involved in competitive sport. Pupil voice (through pupil termly pupil interviews and liaison with sports council members/play leaders) used to measure impact.	Continue to identify how intra-school events can be carried out across the year and then moving forward. Staff build sporting relationships with schools across the Trust and across Tamworth that can continue to grow in subsequent years.

Signed off by	
Head Teacher:	Simon Russell
Date:	23 rd July 2021
Subject Leader:	Simon Russell
Date:	9 th April 2021 / 5 th May 2021/ 23rd July 2021
Governor:	
Date:	