

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





Sitwell

JUNIOR SCHOOL

Details with regard to funding

Please complete the table below.

Total amount carried over from 2019/20	£5946
Total amount allocated for 2020/21	£25,166
How much (if any) do you intend to carry over from this total fund into 2021/22?	£1097
Total amount allocated for 2021/22	£19,080
Total amount of funding for 2021/22. To be spent and reported on by 31st July 2022.	£20,177

Swimming Data

Please report on your Swimming Data below.

<p>Meeting national curriculum requirements for swimming and water safety.</p> <p>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.</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>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>	52.78% (14.79% decrease)
<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>	51.39% (14.83% decrease)
<p>What percentage of your current Year 6 cohort perform safe self-rescue in different water-based situations?</p>	88.89% (1.65% decrease)
<p>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?</p>	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:	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:	
			74%	
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>All 12 classes to be timetabled for two hours of PE per week.</p> <p>As a school, aim to offer as many extra-curricular sporting activities, throughout the year, as possible.</p> <p>All classes to be timetabled for their mile a day (3 days per week).</p> <p>Continue to raise attainment in swimming to meet requirements of the national curriculum before the end of key stage 2.</p>	<p>Update and send PE timetable to all staff to identify the two slots of PE per class.</p> <p>Continue to purchase the services of Xcite sports who will deliver PE provision every Tuesday (including after school club).</p> <p>Carry out audit to ensure all equipment needed to deliver PE is available.</p> <p>Look into the key interests and strengths of teachers and support staff, especially from a sporting perspective, as this can create the core of our extra-curricular offer.</p>	<p>£6,975</p> <p>£1000</p> <p>£2000</p>	<p>Pupils have every opportunity to access the PE curriculum (12 different topics) with the recommended weekly PE coverage. The more opportunities pupils have to experience different sports, the more chance that a pupil may be inspired to take up that sport outside of school or as an extra-curricular activity.</p> <p>More sporting after school clubs were delivered than ever before.</p> <p>More than 200 names were signed up for sporting after school clubs per term.</p>	<p>As a school, we will look to ensure that two hours of PE per week is timetabled for pupils every week, every academic year.</p> <p>Look to offer the same range of extra-curricular sporting activities throughout the 22/23 academic year. We already have 180 names listed for clubs starting in September.</p> <p>Continue to timetable 'mile a day' slots for classes each week.</p>

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	<p>Alternate clubs per term to offer different choices.</p> <p>Use qualified external coaches to support with the extra-curricular offer (Rotherham United – Girls Football)</p> <p>Each class is timetabled with a 15 minute daily mile slot which keeps classes separate at all times (rotate daily between playground, small field and big field).</p> <p>If the weather prevents going outside or just prevents using the fields, active classroom sessions can be done using Go Noodle, Just Dance etc...</p> <p>Book in Y5 for their swimming slot at local leisure centre.</p> <p>Book and organise coach to transport pupils to and from the leisure centre every week.</p>	<p>£5000</p>	<p>The impact of this created a 'buzz' around school as some pupils were commenting on their excitement to go to certain clubs again. Our previous Year 3 pupils, now Year 4 pupils, were now seeing an enhanced offer from school they had not seen before. As I walk around these clubs after school, when I am not delivering myself, I can see smiles on both the pupils and staff faces which indicates the importance of having them on offer. In addition, I feel having a range of clubs on offer further supports pupils with adding to their 60 active minutes per day.</p> <p>Pupils have commented on how the mile a day breaks up the afternoon and allows their brain to have a rest before carrying on with their work.</p> <p>The 15 minutes of the mile a day adds towards the 30 active minutes in school.</p> <p>Some teachers have stated that the mile a day allows the pupils to get out of their chair and refresh themselves as some pupils lose their focus when sat for long periods of time.</p>	<p>Y4 pupils who do not meet National Curriculum level for swimming will attend again in Y5.</p>
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			We as a school want to try and keep the set-up of sending Y4's swimming rather than Y5's as we feel it is better for pupils to try and learn younger rather than later. There is also research to suggest that 'children who don't learn to swim by age of 9, there is a big risk they never will.'	
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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: 1%
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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?:
<p>Continue to use social media (Twitter) to share and promote with parents and the wider community the PESSPA across school.</p> <p>15 Y6 pupils will be selected as our 'Values Leaders' who will deliver sporting activities during lunchtime to increase the 'active minutes' of pupils.</p>	<p>Take photos of events that have been participated in.</p> <p>Use 'permissions' to cover any pupils who should not been seen in photos, in line with GDPR guidance.</p> <p>Post on to twitter as close to the event as possible so that it is consistent and up to date for parents.</p> <p>Use other twitter pages to promote other inspiring sporting events (for example, 2022 Commonwealth Games)</p> <p>Hold meeting(s) with the chosen 15</p>		<p>Pupils see the photos and posts as a celebration of what they have achieved and participated in.</p> <p>Parents feel informed, up-to-date and a sense of instant interaction with the school as they can see their pupil taking part in their event. Some parents, even if it is not their child in the photo, leave positive comments on the photos which adds to the strength of our school community.</p> <p>During lunchtimes, there was a</p>
			Sustainability and suggested next steps:
			Continue to use Twitter as a social media communication method as the feedback from parents is positive. A target for the 22/23 academic year will

	<p>Y6 pupils.</p> <ul style="list-style-type: none"> • Discuss the role and responsibilities. • Organise timetable of lunchtime delivery. • Choose activities to deliver. • Set out areas to deliver. • Support sports days (sports week). • Give out hoodies. • Support the running of whole school mile events. 	£200	<p>lot of interest from pupils wanting to participate in the sessions that the Values Leaders were delivering. I believe these sessions support with keeping behavioural incidents low during lunchtime.</p> <p>The Y6 pupils were enthusiastic and hardworking throughout the year in their role and positive feedback from staff supported this.</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:
				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:
Renew the PE HUB resource so that there is consistency with the lessons that are planned and delivered by staff.	<p>Send e-mail and requisition form to renew PE HUB subscription.</p> <p>Link the lesson plan objectives with the year group long term plans so that there is a clear pathway of learning for the pupils.</p> <p>Support staff where needed with using the online resource.</p>	£420	Teachers have stated that they feel more confident at delivering their PE lessons and the PE HUB resource greatly supports with their planning and organising their lessons. This will feed into the lessons which means the pupils will be receiving higher quality PE lessons from their class teacher.	Create and send a staff questionnaire to all teachers to gather feedback on the use of the PE HUB online tool. If positive, we can potentially look to purchase the tool again for another year. If negative, I can look to support staff further with the use of PE HUB or look at alternative online tools. Get Set 4 PE has been

				identified as a potential resource to research.
Key indicator 4: Broader experience of a range of sports and activities offered to all pupils				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:
Purchase more playground equipment to provide more activities to take part in during break and lunchtimes.	Liaise with Headteacher to put together a 'wish list' of activities to be carried out on the playground at break and lunchtimes. Identify areas on the playground where the activities could take part.	£500	More pupils will be more engaged and active during break and lunchtimes which means they will add to their active minutes at school. Again, if more pupils are active and taking part, this support the target of keeping behavioural incidents low.	Always be open to ideas and suggestions from staff and pupil voice to keep pupils active and engaged during break times.

Key indicator 5: Increased participation in competitive sport				Percentage of total allocation:
				17%
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>Plan and deliver individual year group sports days to support the current bubbles in school (Sports Week).</p> <p>Re-enter primary school football league to compete in as many football matches as possible.</p> <p>Provide pupils with the opportunity to compete in as many level 1, 2 and 3 competitions through the School Games. This includes entering SEN sports festivals wherever possible; Boccia</p>	<p>Timetable an afternoon per year group and arrange cover for SCL to deliver (Mon-Thurs).</p> <p>Split year groups into 3 teams across the school (Team Passion, Respect and Resilience).</p> <p>Team captains (teachers) to organise pupils so that each one participates in an event for their team.</p> <p>Order Gold, Silver and Bronze medals to so that every pupil will receive one.</p> <p>Parents to be invited again to watch their child participate (could not attend last year due to COVID restrictions).</p> <p>Have regular contact with football league organiser:</p> <ul style="list-style-type: none"> ➤ Receive e-mail contacts from other schools taking part. ➤ Forward results of matches. ➤ Receive league updates. 	<p>£300</p> <p>£2000 (Additional hours+cover)</p>	<p>Each day was a huge success with every pupil taking part with a smile on their face. The format encouraged team building and communication; balance, co-ordination and skills and tactics.</p> <p>Feedback from staff and pupils was very positive with some suggesting ideas for events for next year.</p> <p>The attendance of parents was very high each day which shows the positivity of our school community.</p> <p>Again, pupils were very excited at the prospect of all receiving a medal for the team they represented which motivated them to want to achieve their personal best.</p> <p>Parents took part in a 'Parents Race' each day which provided extra enjoyment and inspiration for the pupils</p> <p>Pupils were talking a lot of about which medal they think they may achieve in comparison to last year.</p>	<p>Listen to feedback and look to adapt the sports week activities next year so that there are new activities to participate in.</p> <p>Look to enter Primary School Football League again to provide more opportunities for pupils.</p> <p>Continue to be determined to take part in as many sports festivals as possible and look to achieve Platinum again in the School Games.</p>

	<p>E-mail schools to arrange fixtures into calendar so that more children are getting the opportunities to compete in a competitive format.</p> <p>School to organise cover in class to allow SCI to take pupils to the sporting events.</p> <p>Have regular contact with the local SGO's to book a place onto as many sports festivals as possible in the year (limited places).</p> <p>Complete EVOLVE forms for each festival.</p> <p>Book mini bus to transport to and from the events.</p> <p>Book mini bus which is suitable, licensed and insured to transfer a wheelchair.</p>	<p>£1000</p> <p>£200</p>	<p>For example, would they match their gold medal or beat their bronze medal.</p> <p>Pupils who take part have the opportunity to use and develop their footballing skills.</p> <p>Some pupils who participated admitted that it was their first time representing school or first time playing a sport in a competitive match.</p> <p>Photographs/Twitter page provides evidence of the pupils taking part in the competition.</p> <p>For the first time we achieved the School Games Platinum Award.</p>	
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Signed off by	
Acting Head Teacher:	Sarah Walker
Date:	25/07/2022
Subject Leader:	Shaun Cassell
Date:	25/07/2022
Governor:	
Date:	