



# Evidencing the impact of the Primary PE and sport premium

Website Reporting Tool  
Revised October 2020

Commissioned by



Created by



## TATWORTH PRIMARY SCHOOL

### JULY 2021



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Key achievements to date until July 2020:	Areas for further improvement and baseline evidence of need:
<p>A sporting calendar provided before lockdown/bubbles</p> <p>Virtual School Games Award</p> <p>A good ethos around the physical literacy within the school.</p> <p>Good links to local sporting clubs and local secondary school.</p> <p>Offer varied after school clubs suggested from the sports committee.</p> <p>Offer the less active `Get into sport club` and inter house competition.</p> <p>Enhancement of the school environment to encourage the 30mins of activity a day outcome.</p>	<p>For all children to be competent in life saving skills in swimming</p> <p>Continue to develop Sports Leaders</p>

<b>Academic Year: September 2020 to March 2021</b>	<b>Total fund carried over: £</b>	<b>Date Updated:</b>
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<p>What Key indicator(s) are you going to focus on?</p> <p><b>Key indicator 1:</b> The engagement of <u>all</u> pupils in regular physical activity – Chief Medical Officer guidelines recommend that primary school pupils undertake at least 30 minutes of physical activity a day in school</p> <p><b>Key indicator 4:</b> Broader experience of a range of sports and activities offered to all pupils</p> <p>This has been detailed on 2019/20 plan as a lot of the funding was used in that academic year.</p>	<p><b>Total Carry Over Funding:</b></p> <p>£1500</p>
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<b>Intent</b>	<b>Implementation</b>		<b>Impact</b>	
<p>Your school focus should be clear how you want to impact on your pupils.</p> <p><b>PE equipment made available for families to pick up past the school on their daily walk</b></p> <p>A wellbeing week to happen in the summer term- <b>Due to Covid 19 this was not able to take place in the summer term. Instead children have been given smaller group team PE sessions and specialist Forest school teaching.</b></p> <p><b>As Covid 19 guidance changed we were still able to provide new clubs to the children.</b></p> <p><b>Virtual PE lessons and personal best challenges. A virtual Wellbeing week produced with a Sports day. Purchase of imoves</b></p>	<p>Make sure your actions to achieve are linked to your intentions:</p> <p>Hoops, balls appropriate equipment for Key stodes placed outside school for collection.</p> <p>Smaller groups enabling maximum activity and learning</p> <p>Clubs had to be conducted in bubbles but we were still able to provide different opportunities.</p> <p>Communicated through newsletters and class dogo.</p>	<p>Carry over funding allocated:</p> <p>£1500</p> <p>In house</p>	<p>Evidence of impact: How can you measure the impact on your pupils; you may have focussed on the difference that PE, SS &amp; PA have made to pupils re-engagement with school. What has changed?:</p> <p>Children able to engage outside. Huge benefits mental health and attitude towards school. The children look forward to the sessions.</p> <p>Children still remaining active and experiencing new clubs.</p> <p>Children still had a connection with school personal feedback given to maintain interest.</p>	<p>Sustainability and suggested next steps and how does this link with the key indicators on which you are focussing this academic year?:</p> <p>Organisation of staff allowing small groups to still maintain high impact lessons</p> <p>The use of the PE premium spend has allowed this to continue.</p> <p>Use of technology will still allow this to happen and does allow it to happen with the new platform of TEAMS</p>

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.	
What percentage of your current Year 6 cohort swim competently, confidently and proficiently over a distance of at least 25 metres? <b>N.B.</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.	94% 31/33
What percentage of your current Year 6 cohort use a range of strokes effectively [for example, front crawl, backstroke and breaststroke]?	79% 26/33
What percentage of your current Year 6 cohort perform safe self-rescue in different water-based situations?	94% 31/33
Schools can choose to use the Primary PE and sport premium to provide additional provision for swimming but this must be for activity <b>over and above</b> the national curriculum requirements. Have you used it in this way?	Yes



<b>Academic Year:</b> 2020/21	<b>Total fund allocated:</b> £	<b>Date Updated:</b>		
<b>Key indicator 1:</b> 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: 29%
<b>Intent</b>	<b>Implementation</b>		<b>Impact</b>	
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 embed PE across curriculum (lunchtimes, wet plays, before/after school)  Equipment purchased and sent to every individual in the school along with videos during Covid (part 2) restrictions, to keep active.  2 hours of PE delivered to all classes  Active areas around the school, corridors, climbing frames etc.	Sports coaches /teachers  After school (Stay and play) club PE equipment for activity. Active breaks used in lesson time An active blast for everyday presented in lockdown.  Extra Equipment purchased to allow for cleaning and use within bubbles Equipment for home use for the children in Covid (part 2) -Dan the skipping man. Interactive you tube lessons followed up with a visit in the summer term  Active lunchtimes / breaks	£1000  £1157  £2120  £808	Children more engaged happier to sit after exercise Class bubbles taken at lunchtime to learn team games, maintain stamina. Providing opportunities for children to lead.  An understanding of the importance of keeping healthy  Active space more physically demanding opportunities.	Active blast continued from lockdown  Learnt games played in break times.  Value for the PE curriculum  Children given the tools to be more active at breaks, lunchtimes. Stamina increasing!


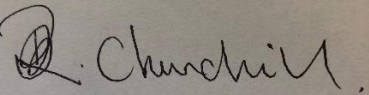
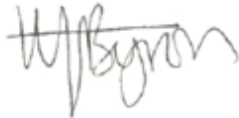
Key indicator 2: The profile of PESSPA being raised across the school as a tool for whole school improvement				Percentage of total allocation:
				20%
Intent	Implementation		Impact	
Your school focus should be clear what you want the pupils to know and be able to do and about what they need to learn 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>Make sure competition calendar along with school clubs were in place when appropriate and that equipment needed to deliver curriculum was identified.</p> <p>Ensure swimming is available for Y6 children, achieving 25m.</p> <p>Specialist days incorporated within school timetable. Maintaining interest of local clubs for the return of sport- Healthy lifestyles.</p> <p>Ensure bike awareness continued for Y6 for travel to/from school</p> <p>Children asked to beat personal bests through challenge activities provided by SASP</p> <p>Cross curricular links with active maths and PSHE</p>	<p>Calendar of events available before restrictions</p> <p>Loss of swimming session, revised to be added to summer term. Impact of swimming pool locally shutting and swimming pool closers due to Covid. More cost due to travel subsidised.</p> <p>Coaches from Somerset Cricket, SASP rounder's coming into school for engagement days.</p> <p>Sports clubs, active breaks and active space</p> <p>Bikeability courses to encourage bike travel to school. School providing bike racks.</p> <p>Promotion of active travel week.</p> <p>In house</p>	<p>In house</p> <p>£600</p> <p>£50</p> <p>£2120</p> <p>£808</p>	<p>Year 6 children were able to learn lifesaving and stroke technique.</p> <p>All Children assessed in year 6 for swimming, extra support given to non-achieving 25m swimmers. Swimming gala achieved.</p> <p>Development of Cricket and rounder's raising awareness of clubs locally.</p> <p>To ride safely to school and keep their bike at school.</p> <p>PSHE lessons covering a Wellbeing Tool kit , including healthy lifestyles.</p>	<p>In house- PE Coordinator</p> <p>A new swimming pool is being built this will hopefully make swimming more accessible and cheaper!</p> <p>Attendance of local clubs for parents and children in Hockey, tennis etc.</p> <p>Lifelong skill developed through cycling, promoting healthy lifestyle choice in travelling to school. Less congestion, more walking.</p> <p>Maintained through curricular planning.</p>

Key indicator 3: Increased confidence, knowledge and skills of all staff in teaching PE and sport				Percentage of total allocation:
				9%
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 produce a Wellbeing Week this will further contribute to curriculum and CPD for staff.	Determine areas of PE which need CPD development and include this within Wellbeing week.	£1367	Children have the chance to discover something new which will help with their wellbeing and future choices. Reporting week in the school newsletter.	Try to obtain charities to come and work with the school
Keeping updated knowledge with ever changing sport restrictions	Organize a timetabled week of activities.  PE coordinator to attend PE conferences-SASP	In house £205	Deep Dive certificate completion by 2 members of staff	Local club visits established with in person assemblies after lockdown restrictions.
An overview of the PE curriculum to link with the whole school teaching using Chris Quigley philosophy	Deep Dive PE online training by the National College  Rewriting of curriculum to incorporate a whole Tatworth unity using Chris Quigley.	In house	CPD for staff in fencing, Pilates, taekwondo, hula hooping, team building, skipping and wellbeing.  Understanding and unity between subjects.	Cross curricular links

Key indicator 4: Broader experience of a range of sports and activities offered to all pupils				Percentage of total allocation:
				33%
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>Introduce new sports and maintain sports equipment</p> <p>Training in Forest School</p> <p>Additional achievements:</p> <p>Give children the opportunity to try different sports</p> <p>Offer different after school clubs</p> <p>Offer every child in KS2 several inter-house experiences.</p>	<p>Produce a Wellbeing Week</p> <p>Offer a free `Get into Sport Club` in the morning to pp children and children who do not attend any other sporting events.</p> <p>This was delivered in bubbles instead of year groups</p>	<p>£1367</p> <p>£1616</p> <p>£797</p> <p>In house</p>	<p>New found love of sport for some individuals. Sign posting to local clubs- local running club etc.</p> <p>A healthy attitude to competition</p> <p>Good quality F.S taking part for all KS2 pupils</p> <p>Reporting outcomes in the school newsletter</p>	<p>Incorporating active morning's afterschool in before/after school care.</p> <p>Offer more of a variety of clubs for increased interest- country dancing etc.</p>



Key indicator 5: Increased participation in competitive sport				Percentage of total allocation:
				9%
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 provide a sporting calendar when appropriate take part in virtual events.  Sporting Events inter-house in school in bubbles.	Organize a sporting calendar and develop links with cluster schools and the local feeder school.	£1616  In house	Feedback given in weekly newsletter of achievements.  Understanding of healthy competition.	Maintain links with schools  Maintained support from SASP for virtual events

Signed off by	
Head Teacher:	
Date:	12 July 2021
Subject Leader:	
Date:	12 July 2021
Governor:	
Date:	12 July 2021