



Evidencing the impact of the Primary PE and sport premium

Website Reporting Tool
Revised May 2021

Commissioned by the
Department for Education
Created by



Our School Vision

Our school is a community where each person is valued as a child of God. We are a Church of England school, inspired and guided by the life and teaching of Jesus. We work together to create a caring, friendly and safe school family, to enable the whole school community to flourish and each person reach their full God-given potential.

Our Motto

“The ones who plant and the ones who water work together as a team with the same purpose.”

1 Corinthians 3:8

We believe that with God’s help when we all work as a TEAM – Together Everyone Achieves More.

Our core values: **friendship, hope, perseverance** (these we feel are the most important values to deliver our mission and allow everyone to succeed.)

We complement these core values with learning about:

justice / trust / fellowship / peace / humility / wisdom / service / compassion / creativity / tolerance

Our Mission (INTENT)

At Donnington Wood CE Junior School we will

- put the safety of everyone as a priority so we can work in trust and peace.
- encourage everyone to understand the true meaning of friendship, fellowship and community by acting with humility, compassion and in service to each other.
- be inclusive so everyone is valued and respected and where tolerance and diversity are celebrated.
- seek out every opportunity to ensure that all of us flourish in all that we do, developing wisdom and creativity, through an ambitious and broad curriculum that challenges expectations, deepens knowledge and develops skills.
- empower pupils and adults to develop hope and perseverance, so that they are able to engage/explore the challenges of school and the wider world.
- nurture the spiritual development of our school fellowship, develop tolerance of other faiths, beliefs and cultures and build religious literacy through collective worship of God and teaching of RE.
- champion our values to equip our children ready for their future as respectful individuals, life-long learners and active citizens in society (justice)

This Vision and Mission will be evident in all we do, from the way we work together to the attitudes to life you will see us show.

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:

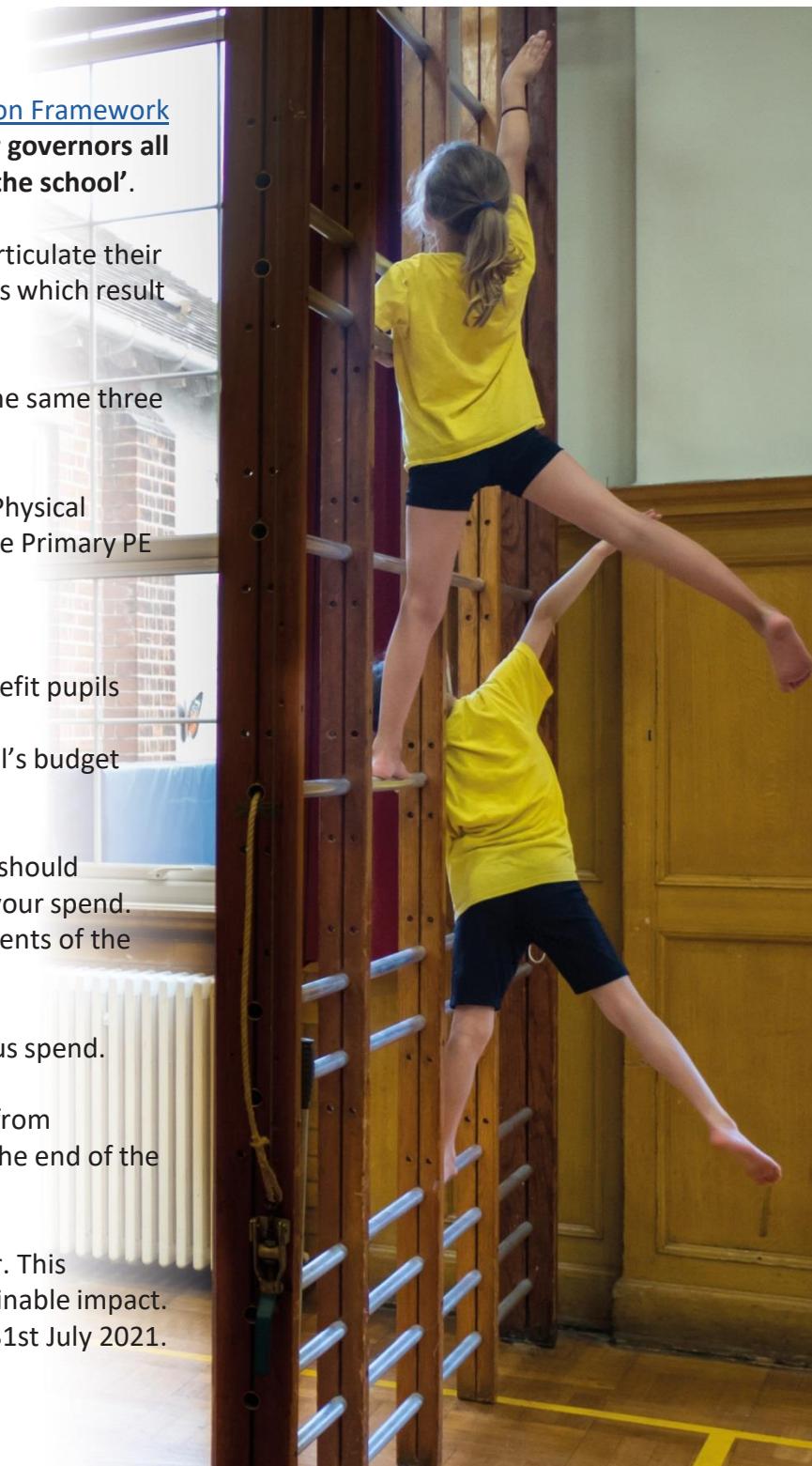
- Develop or add to the PESSPA activities that your school already offer
- Build capacity and capability within the school to ensure that improvements made now will benefit pupils joining the school in future years
- The Primary PE and sport premium should not be used to fund capital spend projects; the school's budget should fund these.

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, including any under-spend from 2019/2020, 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.

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 2020/21 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 2021:	Areas for further improvement and baseline evidence of need:
<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> <p>Introduced Daily Dash to all year groups. This increased Physical Activity by 15min a day. Structured Play times continued with a focus on physical activity. Training sessions were given to all Staff.</p> <p>PE TA to support PE, this lead to an increase of differentiated PE and Lockdown PE lessons on seesaw</p> <p>Green Bubbles – invited all pupils in for one hour during lockdown for lockdown games. This helped us assess fitness of pupils.</p> <p>Clam Brain physical movements and Yoga style activities for all classes.- this have improved behaviour across school.</p> <p>Targeted clubs offered to vulnerable pupils.</p>	<p>We need to increase this offer further with additional resources and support needed next year.</p> <ul style="list-style-type: none"> These targets need to continue: The further development of wet weather work to enhance learning and the greater use of oracy tasks are also departmental priorities. Continued development and use of additional sports opportunities through the continued provision of extra structured daily sessions at break/lunch in games such as Basketball, Cross Country, Football, Handball & Netball, skills challenges and organised team practices at lunch-time and the early morning 'Donnington Daily Dash' <p>Target additional pupils for need.</p>
<p>2) Key indicator 2: The profile of PESSPA being raised across the school as a tool for whole school improvement</p> <p>Linked into school development plan as part of attitudes and engagement. Specific Year 4 project to increase attendance and readiness to learn in school. This was part</p>	<p>We have recently worked with TPS and their Boot camp starter today for pupils with behaviour issues. We will look into how we can use this idea.</p> <p>Road Safety will continue to encourage pupils to walk to school.</p>

<p>of an NPQML project.</p> <p>Road safety lessons for all pupils to increase walking and cycling.</p>	
<p>3) Key indicator 3: Increased confidence, knowledge and skills of all staff in teaching PE and sport.</p> <p>PE TA role meant that teachers were supported to increase progress, this was focused on extending or support groups and a flexible coaching model, with PE staff taking pupils further.</p>	
<p>4) Key indicator 4: Broader experience of a range of sports and activities offered to all pupils</p> <p>Curriculum has been designed to increase awareness of different sports and PE activities. This though had limited impact with requirements on equipment emerging from lockdown. This will be major focus of next year.</p>	<p>We need to buy further equipment to increase this strand.</p>
<p>5) Key indicator 5: Increased participation in competitive sport</p> <p>Sports partnership buy in continue, but due to covid, limited impact.</p>	<p>We were unable to compete in the event this year. However, plans are in place to increase this next year. We</p>

Did you carry forward an underspend from 2019-20 academic year into the current academic year?

YES/NO * Delete as applicable

Total amount carried forward from 2019/2020 £0
+ Total amount for this academic year 2020/2021 £18280
= Total to be spent by 31st July 2021 £18280

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 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.	June and July 2021 Swimming.
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. Please see note above.	%
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.	%
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: 2021/22	Total fund allocated: £	Date Updated: July 2021		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:
Pupils are ready to learn and can concentrate effectively -	Daily Dash to continue for all pupils at key points of day- this linked to competition for all pupils. Rota and timetable.	Medals and certificates £100		
Target pupils take part in clubs designed to improve health and activity.	Targeted children through change for life club model including breakfast club (start your day right) Creation of list linked to External agencies.	Time to coordinate 1 hour a week. Free clubs for those pupils. £1000		
Pupil have active and healthy lunchtimes and playtimes, including being taught how to play.	Pastoral support assistant to support groups and pupils to engage.	£1000 for equipment and 2 hours per week.		

encouraging active play during break times and lunchtimes				
All pupils leave the school able to swim. We raising attainment in primary school swimming to meet requirements of the national curriculum before the end of key stage 2.	Working with Tand W and leisure cente to secure further swimming sessions out of the TPS slot, as part of transition.	Staffing and coaching X 8 sessions.		
Key indicator 2: The profile of PESSPA being raised across the school as a tool for whole school improvement Profile of PE and sport is raised across the school as a tool for whole-school improvement, for example by:				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:
Increasingly pupils own their own PE and coach and mentor others.	HLTA to lead sports mentors in class bubbles to lead the sessions, as part of her sustainability model.	£7000		
embedding physical activity into the school day through encouraging active travel to and from school, active break times and holding active lessons and teaching	Road Safety – bike ability training in Summer Term Promoting walk to school week.	£300		

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:
providing 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	HLTA support for pupils and staff HLTA has Pe degree. Training for all staff and supported sessions. Release time for PE lead to attend courses and run workshops.	£1000		Progress is on the training of staff and pupils.
hiring qualified sports coaches and PE specialists to work alongside teachers to enhance or extend current opportunities offered to pupils	(Pete Blair x 3 sessions a year through parentship)	£1500		
Key indicator 4: Broader experience of a range of sports and activities offered to all pupils (KEY TARGET)				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	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:

consolidate through practice: introducing a new range of sports and physical activities to encourage more pupils to take up sport and physical activities	Half termly trial sessions of new equipment- such as golf. Clubs offered to bubbles. Work with local sports clubs to signpost and welcome in trial taster sessions. (tennis club at TPS)	£5000		Covid rules and restrictions
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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:
Partnership with sports partnership. increasing and actively encouraging pupils' participation in the <u>School Games</u> organising, coordinating or entering more sport competitions or tournaments within the school or across the local area, including those run by sporting organisations	Through Sports Partnership funding. Facilitate adults to attend competitions and transport.	As above £1000		Covid is affecting this area.

Signed off by	
Head Teacher:	Mr Fox
Date:	5/7/21
Subject Leader:	Mr Field

Date:	5/7/21
Governor:	Mr Attrell
Date:	