

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

Details with regard to funding

Please complete the table below.

Redgate Primary Academy

| | |
|---|--------|
| Total amount carried over from 2020/21 | £0 |
| Total amount allocated for 2021/22 | £16650 |
| How much (if any) do you intend to carry over from this total fund into 2021/22? | £0 |
| Total amount allocated for 2021/22 | £16650 |
| Total amount of funding for 2021/22. To be spent and reported on by 31st July 2022. | £16650 |

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 2020.</p> <p>Please see note above</p> | 21% |
| <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> | 21% |
| <p>What percentage of your current Year 6 cohort perform safe self-rescue in different water-based situations?</p> | 21% |
| <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> | 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: £16,650 | | Date Updated: 01/11/2021 | |
|---|--|-------------------------------|--------------------|---|---|
| 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: 60% |
| 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: |
| <ul style="list-style-type: none"> Increase access to physical activity and broaden the opportunities available to all children. | <ul style="list-style-type: none"> Sports Coach (0.2fte) who can plan, deliver and advise staff about physical activity with children Rolling programme in place for PE Equipment to enable the sports coach to deliver physical activity to have the greatest impact on the children and their learning outcomes | | £10,000 | <ul style="list-style-type: none"> External coaches have delivered Table Cricket & Football for the children which has given them access to different physical activities with specialist instruction. New equipment has been purchased for outdoors which promotes physical activity during break times, therefore improving the children's physical and mental health | <ul style="list-style-type: none"> Working with Premier Education enhance the PE curriculum and give all children access to a variety of sports. |

| Key indicator 2: The profile of PESSPA being raised across the school as a tool for whole school improvement | | | | Percentage of total allocation: |
|---|--|----------------------------|--|---|
| | | | | Covered in Key Indicator 1 |
| 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: |
| <ul style="list-style-type: none"> To promote a healthy lifestyle To develop self-confidence, resilience and self-belief in the children to raise their ambitions | <ul style="list-style-type: none"> Sports Coach (0.2fte) who can plan, deliver and advise staff about physical activity with children Rolling programme in place for PE Sports Day Sporting events tied in with national events PSHE curriculum Healthy Snacks and lunch options | Covered in Key Indicator 1 | <ul style="list-style-type: none"> Children have opportunities to move throughout the school day to maintain or improve their mental health, physical skills and stamina. Children have access to a healthy school meal and healthy snack everyday. Children have had the opportunity to take part in a sports day event, which has promoted their physical and mental health but also their social skills in terms of working alongside adults and their peers to take part in the different activities. | <ul style="list-style-type: none"> Working with Premier Education enhance the PE curriculum and give all children access to a variety of sports. |

| Key indicator 3: Increased confidence, knowledge and skills of all staff in teaching PE and sport | | | | Percentage of total allocation: |
|---|---|----------------------------|--|--|
| | | | | Covered in Key Indicator 1 |
| 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: |
| <ul style="list-style-type: none"> To give staff the confidence to be able to deliver an adaptive PE curriculum to their children | <ul style="list-style-type: none"> Sports coach (0.2fte) to work with staff to enhance the PE curriculum offer PE and sport activities regularly timetabled to further increase the confidence, knowledge and skills | Covered in Key Indicator 1 | <ul style="list-style-type: none"> Staff have been able to work alongside the cricket coach and football coaches to develop their K&U of PE Teaching staff understand the importance of movement/physical activity for the children and ensure it is interwoven throughout their school day. | <ul style="list-style-type: none"> Premier Education coaches will be used to develop staffs confidence to deliver different PE activities |
| Key indicator 4: Broader experience of a range of sports and activities offered to all pupils | | | | Percentage of total allocation: |
| | | | | 40% |
| 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: |
| <ul style="list-style-type: none"> To have the specialist equipment and resource access to support the delivery of physical movement and PE for children with SEND To use yoga to develop communication skills whilst promoting physical and mental | <ul style="list-style-type: none"> Yoga Bugs Outdoor equipment to increase the offer of physical activity in the outdoor environment Equipment for classes which gives proprioceptive input to enable sensory circuits | £6,650 | <ul style="list-style-type: none"> New equipment has been purchased for outdoors which promotes physical activity during break times, therefore improving the children's physical and mental health Equipment which is used for sensory diets has been | <ul style="list-style-type: none"> Research and development around the benefits of Yoga for children with SEN/ASD/SLD |

| | | | | |
|--------|--|--|---|--|
| health | | | replenished/replaced to ensure all children have their sensory needs met to enable them to engage in learning. <ul style="list-style-type: none"> Trim Trail installed which promotes the children's physical development, their thinking and problem solving skills and meets their sensory processing needs. | |
|--------|--|--|---|--|

Key indicator 5: Increased participation in competitive sport

Percentage of total allocation:
Covered in Key Indicator 1

| 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: |
| <ul style="list-style-type: none"> To develop confidence, resilience and self-belief To develop social and teamwork skills | <ul style="list-style-type: none"> Sports Coach (0.2fte) Class PE and sports sessions Sports Day Events linked to sporting events External sporting events (both within and outside the trust) | Covered in Key Indicator 1 | <ul style="list-style-type: none"> A group of children took part in the County Table Cricket competition against other Nottinghamshire schools. This gave them the experience of being in a competitive sport event. It also built their resilience. Children have had the opportunity to take part in a sports day event, which has promoted their physical and mental health but also their social skills in terms of working alongside adults and their peers to take part in the different activities. | <ul style="list-style-type: none"> Working with Premier Education increase the schools participation in external competitive sporting activities |

| | |
|------------------|------------------------------|
| Signed off by | |
| Head of Academy: | Claire Gouthwaite |
| Date: | 01.11.21 Evaluated: 29.06.22 |
| Governor: | Lynn Weeks |
| Date: | 06.07.22 |