

Evidencing the impact of the Primary PE and sport premium

Website Reporting Tool

Revised July 2021

School – Lowdges Junior Academy
Principal – Lindsay Jones
PE Lead – Rory Coleman
Updated: 07.07.22

Commissioned by



Department
for Education

Created by



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It is important that your grant is used effectively and based on school need. The [Education Inspection Framework](#) 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](#) Ofsted inspectors consider:

Intent - Curriculum design, coverage and appropriateness

Implementation - Curriculum delivery, Teaching (pedagogy) and Assessment

Impact - Attainment and progress

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](https://www.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. **All funding must be spent by 31st July 2022.**

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](#).

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Details with regard to funding

Please complete the table below.

Total amount carried over from 2019/2020	£6000
Total amount allocated for 2020/2021	£18,690
How much (if any) do you to carry over from this total fund into 2021/22?	£0
Total amount allocated for 2021/22	£18,720

Swimming Data

Please report on your Swimming Data below.

Y6 Swimming data- 2021/2022

Meeting national curriculum requirements for swimming and water safety.	Please complete below
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 2020.	66% (31/47)
What percentage of your current Year 6 cohort use a range of strokes effectively [for example, front crawl, backstroke and breaststroke]?	70% (33/47)
What percentage of your current Year 6 cohort perform safe self-rescue in different water-based situations?	80% (38/47)
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

Current Y5 Data 2021/2022

Meeting national curriculum requirements for swimming and water safety	Please complete all of the below:
What percentage can swim competently, confidently and proficiently over a distance of at least 25 metres?	65% (31 /48)
What percentage of your Year 6 pupils can use a range of strokes effectively [for example, front crawl, backstroke and breaststroke]?	58% (28 /48)
What percentage of your Year 6 pupils can perform safe self-rescue in different water-based situations?	96% (46 /48)
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

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 2022:	Areas for further improvement and baseline evidence of need:
<p>Key indicator 1: The engagement of <u>all</u> pupils in regular physical activity</p> <ul style="list-style-type: none"> - School Games GOLD mark achieved in 21/22 to keep on track for platinum - MODESHIFT active travel scheme silver level achieved in 21/22 - 2 x PE specialists provide every pupil from all classes with two hours of high quality PE each week. - Investment in specific SEND equipment to maximise the quality of teaching for all pupils and ensure full inclusivity to a high standard in every lesson <ul style="list-style-type: none"> - PE has been highlighted as a leading subject across the school, with all pupils engaged, challenged and included to make progress, whatever their ability or needs. - 79% of school population attended 1+ competition suited to the intended outcome/ ability level - PE has been commended by leaders on evaluation and moderation visits within the trust and in the locality on our SEND provision - Extra-curricular opportunities are offered on site to pupils Y1-Y6 - PE staff have collected data from pupils in order to direct a wider pool of parents to local sporting clubs in the locality - Running of the 'daily mile', where all pupils and staff enter the playground during the afternoon to run up to a mile by completing laps at a self-selected pace - All pupils engaged in the lesson using lanyards of roles if pupils are injured / unable to take part - Semi-structured games at lunchtimes ensures pupils are engaged in physical activity & playtime equipment is used effectively - WOW travel register implemented as part of daily routine for pupils to earn badges for an active journey to school <ul style="list-style-type: none"> - Extra spare kit purchased to ensure all pupils can participate safely - Wider experience of inclusive sports delivered on site e.g. Goalball day 	<ul style="list-style-type: none"> - Forge partnership to deliver a sports leader programme to Y5/6 pupils to support and lead during break times - PE staff to be aware of SEND targets - where possible - to provide consistency with class teacher practice and provision for these pupils - Look at different ways to engage reluctant pupils in PE e.g. alternative Physical Activity during lunchtimes to suit their interests

Key achievements to date until July 2022:	Areas for further improvement and baseline evidence of need:
<p>Key indicator 2: The profile of PESSPA being raised across the school as a tool for whole school improvement</p> <ul style="list-style-type: none"> - PE Lead uses role on the Senior Leadership Team to ensure PESSPA plays an integral role within the academy - Nominated for 'Health and Wellbeing award' by Sheffield Active Awards - Featured in 'Move More Sheffield' newsletter to share best practice - PE and swimming stars of the week are celebrated and showcased on displays, on facebook, with staff and parents - Silver award achieved in our 'Food for All – Eat Smart Sheffield' programme in developing a healthy food culture across school – extremely important post-pandemic - PE and swimming stars of the week are celebrated and showcased on displays, on facebook, with staff and parents - PE role models are shared with pupils to motivate and increase aspirations - Rewards and incentives are used in PE to motivate pupils and instil a growth mind-set - Cross-curricular links are employed in line with the whole school curriculum and catered for with external agencies e.g. African dance workshop - Competition results, match reports and event write ups are shared on the school games website and school social media - Assemblies are held with a sporting focus regularly to share achievements and encourage participation - Whole school teacher, parent & child healthy/ active breakfast taken place as part of MODESHIFT Silver accreditation - PE promotes respect through lessons to link with Personal Development Ofsted framework and Academy Improvement Plan 	<ul style="list-style-type: none"> - Use PE as a vehicle to promote healthy lifestyles & strive towards Eat Smart GOLD status e.g. gardening area and equipment linked to curriculum - Remain on track to receive platinum school games mark in 22/23 - Develop MODESHIFT partnership to work towards GOLD - Invest in a set of medals to celebrate a 'PE star of the term' - Use PE and sport as a vehicle to fundraise for charitable and community-driven projects through various challenges

Key achievements to date until July 2022:	Areas for further improvement and baseline evidence of need:
<p>Key indicator 3: Increased confidence, knowledge and skills of all staff in teaching PE and sport</p> <ul style="list-style-type: none"> - Investment in our new Gymnastics equipment has been followed up with high quality CPD for staff within the academy and wider trust to ensure it is used effectively - PE lead learner has played key role in designing and implementing schemes of work to be used in the academy and more widely across the trust - PE team have complimenting specialisms across a broad range of sports - A wide provision of sports are taught in the academy, as well as after-school club provision e.g. ballet, dance, gymnastics, multi-sports - SEND CPD session attended by PE staff on maximising inclusivity - ACET PE meetings held and attended regularly to ensure consistency and knowledge of staff is maintained and developed - KS2 assessment system implemented and used to track the progress of pupils across the whole PE curriculum. - Forge school sport partnership used for CPD and networking with fellow PE professionals. - Regular information obtained from Association for Physical Education (AfPE) to keep refreshed on latest development in PE and school sport. 	<ul style="list-style-type: none"> - Develop confidence of wider teaching staff on how to deliver lessons in line with the ACET schemes of work - Moderate assessment across the trust to ensure pupils are deemed to be working at the correct level (WT, ARE, GD) - Pupils to 'learn more, remember more' in line with wider school focus and achieve this in PE through various ways (in lessons, key words, visual reminders / resources, communicate and print strategies)

Key achievements to date until July 2022:	Areas for further improvement and baseline evidence of need:
<p>Key indicator 4: Broader experience of a range of sports and activities offered to all pupils</p> <ul style="list-style-type: none"> - The PE curriculum map is broad and varied, with 4 x sports covered each term for KS2 pupils - KS1 classes cover the FUNdamental areas to develop their physical literacy skills, including object control, locomotion and ABC's (agility, balance and coordination) - Significant investment is put into swimming for Y5 pupils to catch up the missed sessions through COVID restrictions - Equipment used is purposeful for a range of sports e.g. UPVC goals are used in break times, for football, hockey and handball lessons, as well as hosting inter-school events and tournaments - Extra-curricular club provision is wide and varied, with KS1 and KS2 multi-sport clubs on offer as well as ballet, gymnastics and dance - Engagement with external coaching companies delivering on-site sessions e.g. bikeability scheme, Graves tennis link - SEND pupils are considered carefully in lessons and are provided with opportunities to attend suitable events e.g. ACET all stars, Forge boccia, Football C teams - Tri-Golf cluster competition attended to give pupils taste of new sport 	<ul style="list-style-type: none"> - Purchase larger bikes for KS2 pupils to supplement the investment in the FS/KS1 balance bikes to bridge the gap between disadvantaged and non-disadvantaged pupils to use for extra-curricular activities - Follow up external sessions delivered and see how these can be furthered beyond a one off session (e.g. goalball, African dance workshop – uptake in clubs) - Continue to invest in SEND equipment bespoke to pupil's needs to meet the high level of SEND children on role – 25%.

Key achievements to date until July 2022:	Areas for further improvement and baseline evidence of need:
<p>Key indicator 5: Increased participation in competitive sport</p> <ul style="list-style-type: none"> - All pupils participate in competitive sport through intra-school competitions (Level 1) and inter-school competitions (Level 2). - The National School Games 'GOLD' mark has been achieved through meeting the criteria of participation in 2017-2018, 2018-2019 and 2021-2022 - Pupils have regularly attended prestigious venues to compete in school sport, such as the Olympian training base at the English Institute of Sport (EIS) - Pupils involved in grassroots or academy set-ups in different sports are shared through assemblies, display boards, roll of honours, on social media or 'show and tells' to celebrate their successes (trophies, awards etc.) and promote this to signpost other pupils and Parents to engage in out of school sport. - Parents are encouraged to email in pictures of pupils participating in sports outside of school and are signposted to venues to join - ACET competitions and events are tailored to our PE curriculum map to ensure lessons can prepare pupils and develop their skillset and self-confidence - SEND and lower ability pupils attend numerous suitable events throughout the year, such as B & C team events, the SSP forge boccia and kurling event and the ACET all stars festival. - SEND (71%) Disadvantaged (75%) and EAL (81%) figures align with whole school figures (79%) for attending competitions to show an all-round equality in provision 	<ul style="list-style-type: none"> - Increase number of pupils participating in a competition from 79% to 90%+ - Continue to conduct pupil voice to find out which local clubs are being attended by our pupils and signpost other pupils to join these same clubs - Continue memberships of ACET, Forge School Sport Partnership and Sheffield Federation for School Sports. These memberships present a comprehensive range of competitions which can be entered to give all children these opportunities.

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:18,720	Date Updated: July 2022	
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: £900 = 5%
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"> ➤ Enrol on an external sports Leader package with Sports Coach UK ➤ Investment in spare kit for PE lessons and school swimming for pupils without ➤ Playtime equipment to be bought and chosen to suit the interests of pupils voice groups that contributed to 	<ul style="list-style-type: none"> ➤ Subscription to an online platform of resources on training mini play leaders for upper KS2 pupils. Conducted through a timetabled block of lesson delivery ➤ Identify pupils that may require support and keep a log of these on our records. Be approachable to families to offer the support network to them that may need it ➤ Decide on a purposeful list that will engage the pupils during unstructured times of the day to play meaningful sports/ 	<ul style="list-style-type: none"> £100 £300 £500 	<ul style="list-style-type: none"> ➤ Pupils are equipped with the skillset and confidence to lead activities in curriculum lessons, break times and extra-curricular activities - including officiating games. ➤ All pupils are comfortable and safe to take part in their activity and are not restricted in achieving their full potential ➤ Pupils will feel motivated and interested to 'move more' throughout the day using engaging equipment 	<ul style="list-style-type: none"> ➤ Look at sourcing high quality on site leadership training through our School Sport Partnership to have a wider impact on more pupils and contribute to their personal development and character ➤ Continue to reach out to parents via social media to donate unwanted kit to have as spares to support under-privileged children and families in our community ➤ Assess how well the equipment is used. Ensure it is well preserved by storing away, assigning

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<p>choosing the equipment and suit the age ranges/ needs across school</p>	<p>activities in appropriate ways</p>		<p>and collaborate with their peers to use this equipment appropriately through the guidance of adults on duty. Daily physical activity levels will be increased.</p>	<p>play leaders to this job to limit the regularity of need for replenishment</p>
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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:
				£600 = 3%
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"> ➤ Purchase a range of sport related books to expose the pupils to a range of role models, including different ethnicities, disabilities, backgrounds. 	<ul style="list-style-type: none"> ➤ Regularly promote these sporting stories and successes with pupils in assemblies, reading time, book corners and the school library. 	£500	<ul style="list-style-type: none"> ➤ Pupils will develop empathy around what characteristics are required to be successful. It can raise aspirations through local successful sports stars' that have grown up in a similar demographic area to be successful. It will have cross-curricular benefits to reading and RSHE. 	<ul style="list-style-type: none"> ➤ Conduct pupil voice to find out pupil's thoughts on the books and what other books might incentivise them to read for future orders.
<ul style="list-style-type: none"> ➤ Incentivise pupil and raise aspirations through purchasing medals, stickers, post cards, trophies for sports day 	<ul style="list-style-type: none"> ➤ Promote school games values through handing out stickers and distribute bronze, silver, gold medals for stand out performances and effort levels 	£100	<ul style="list-style-type: none"> ➤ Pupils will be able to recognise the importance of the school games values to achieve success and build their character within sport and their wider daily lives 	<ul style="list-style-type: none"> ➤ Evaluate the success of these after the sports day events and continue to push these school games values through daily lessons and school life

Key indicator 3: Increased confidence, knowledge and skills of all staff in teaching PE and sport				Percentage of total allocation:
				£1000 = 5%
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"> ➤ High quality and specific CPD sessions delivered to PE staff through ACET membership 	<ul style="list-style-type: none"> ➤ Identify the needs of the staff to develop the teaching of particular activities and sports – Gymnastics session with Team GB Gymnastics coach for example 	£1000	<ul style="list-style-type: none"> ➤ Staff have built upon their prior knowledge with new and innovative ways to teach effective lessons with the investment in new equipment 	<ul style="list-style-type: none"> ➤ Continue to evaluate the effectiveness of these lessons and identify any follow up that may support further

Key indicator 4: Broader experience of a range of sports and activities offered to all pupils				Percentage of total allocation: £10,590 (57%)
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"> ➤ Investment in balance bikes and helmets to develop cycling proficiency in lower school. ➤ Purchase a block of extra swimming catch up lessons for 2 x Y5 classes to compensate for the disruption and missed lessons caused during COVID. ➤ Collate an order of specific PE equipment to meet the demands of the sports on our curriculum and ensure the correct quantity of equipment is correct for the ratio of our pupils, including the correct size e.g. size 3 balls in KS1 lessons 	<ul style="list-style-type: none"> ➤ Bikes to be stored in school to develop our pupil's cycling skills and confidence by working in small intervention groups with adults. ➤ Pupils will receive 18 weeks of swimming at Graves leisure centre and their progress towards achieving National Curriculum requirements will be closely monitored ➤ Equipment is stored meticulously in our store cupboard to ensure it is accessible and correctly used to meet the intentions of the specific lessons. 	<p>£1000</p> <p>£5130 (£2565 per class)</p> <p>£1500</p>	<ul style="list-style-type: none"> ➤ Pupils will be able to gain a head start on developing this vital life skill because lots of pupils do not have a bicycle at home, therefore lack the basic skills needed. It will help to support the pupils for the balanceability (KS1) and bikeability (KS2) sessions that we have delivered in school. ➤ Pupils will have the opportunity to gain a vital life skill and swim competently without the need for floatation aids – supporting them into adulthood ➤ Pupils will be able to engage in high quality lessons and have the correct quantity/ quality of equipment to develop their skills and make progress in the subject 	<ul style="list-style-type: none"> ➤ Identify pupils that will require the support for these interventions and look to timetable this in on a regular basis. Work with parents to encourage them to engage with this at home if possible. ➤ Pupils are incentivised to meet the target of 25m and reduce the need for extra blocks of swimming ➤ Conduct a thorough audit of current stock of equipment and carefully compile a specific list of anything further that will enhance the learning and positive experiences for pupils in PE. Ensure it is fit for purpose.

<ul style="list-style-type: none"> ➤ Keep our field well maintained, including regular cutting and line markings altered throughout the academic year dependent upon the sports we are teaching and to host inter-school competitions & after-school clubs. 	<ul style="list-style-type: none"> ➤ PE lead to work closely with the maintenance company and email specific field maps of markings for pitches, tracks, daily mile lines etc. Establish specific dates that the field will be marked to keep it to a high standard 	£2000	<ul style="list-style-type: none"> ➤ Regular upkeep of short grass and clear line markings will ensure a high standard of lesson and enable pupils to gain a greater understanding of specific game rules and guidelines e.g. remaining in lanes for athletics 	<ul style="list-style-type: none"> ➤ Look at ways to support the drainage of the field in the winters months to keep the field in use for longer periods throughout the year
<ul style="list-style-type: none"> ➤ Identify target groups of pupils to benefit from specific external workshops that will impact upon our pupils 	<ul style="list-style-type: none"> ➤ Pupil analysis document will be used to track pupils that have not experienced any competition or event. Select a target group of pupils that will benefit from receiving a workshop to meet their needs e.g. Goalball sessions for SEND pupils 	£500	<ul style="list-style-type: none"> ➤ The outcome from a workshop will have a positive experience for the pupils e.g. Y6 pupils have benefitted from a mindful yoga session to support their transition to secondary. 	<ul style="list-style-type: none"> ➤ Compare the data in 22/23 of pupils attending external sports clubs out of school to this current year. Ensure we look at strategies to keep this figure increasing through workshop opportunities, developing links and signposting pupils/ parents to these
<p>Supplement the outdoor gazebo learning area with mindfulness activities to promote physical activity during non-teaching times throughout the school day.</p>	<ul style="list-style-type: none"> ➤ Conduct pupil voice to establish what pupils would like to experience in a calming area. 	£460	<ul style="list-style-type: none"> ➤ Pupils will develop social skills through cooperating with others. They will learn about turn-taking 	<ul style="list-style-type: none"> ➤ Ensure the upkeep of these activities with good storage. Pupil voice will indicate how well these have been received and identify further activities that would be used.

Key indicator 5: Increased participation in competitive sport				Percentage of total allocation:
				£5630 = 30%
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"> ➤ Subscription to Forge School Sport, ACET & SFSS partnerships to engage with their programmes of competitions led by the School Games Organiser & contribute to the hiring of facilities, organisational and membership fees ➤ Meet inflated transport requirements to attend our programme of competitions across the area in line with the rising petrol cost ➤ School football kit purchased for football fixtures 	<ul style="list-style-type: none"> ➤ Our competition entries are carefully considered to match: the intent of the competition/ event, the outcomes for our pupils and the suitability to the sports we've covered in curriculum ➤ Our competitions are booked in advance of each half-term so transport is suitably priced where possible and organised. We identify the number of seats required for each specific event so the bus costings are not overpaid ➤ Pupils were involved in the selection process of our school football kit in our school colours 	<ul style="list-style-type: none"> Forge – £1000 Sheffield Federation for School Sport - £130 ACET - £1500 £2500 £500 	<ul style="list-style-type: none"> ➤ Pupils from our demographic area have the opportunity to attend purposeful events that many do not do through external clubs out of school. They gain invaluable life experiences at varying high quality venues and raise aspirations for their futures ➤ Pupil's experiences and opportunities in school sport are not restricted through a lack of transportation. They can access a wide range of events regardless of their locations and are not determined by relying on parental support ➤ Pupils feel a sense of identity, belonging and pride in representing our academy 	<ul style="list-style-type: none"> ➤ Our memberships will continue to have powerful benefits. We hope to increase the 79% figure of pupils attending 1+ competition to a higher number in 2022/2023 and continue to track these statistics of all sub groups (2021-2022: SEND 71%, EAL 81%, Disadvantaged 75%) ➤ Nearby events are walked to if possible e.g. swimming at Graves ➤ Continue to seek parental support for smaller number of pupils or use cheaper alternatives of the trust vehicles where possible. ➤ Maintain the condition of the kit through regular washing and collection/ storage after use

Signed off by	
Head Teacher:	<i>L. Jones</i> (Lindsay Jones)
Date:	07.07.22
Subject Leader:	<i>R.coleman</i> (Rory Coleman)
Date:	05.07.22
Governor:	<i>E. Rushforth</i> (Emily Rushforth)
Date:	07.07.22