



St Luke's School

Evidencing the impact of the Primary PE and sport premium

2021-2022

Website Reporting Tool

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.

Key achievements to date until July 2022:	Areas for further improvement and baseline evidence of need:
<ul style="list-style-type: none">•	<ul style="list-style-type: none">•

Did you carry forward an underspend from 2020-21 academic year into the current academic year?

YES/NO * Delete as applicable

If YES you must complete the following section

If NO, the following section is not applicable to you

If any funding from the academic year 2021/22 has been carried over you MUST complete the following section. Any carried over funding MUST be spent by 31 March 2022.

Academic Year: Sep 2021 to Aug 2022 (financial year end: March 2022) £23,608	Total fund carried over in March 2022: £	Date Updated:		
What Key indicator(s) are you going to focus on?				Total Carry Over Funding: £
Intent	Implementation		Impact	

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? 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.	%
What percentage of your current Year 6 cohort use a range of strokes effectively [for example, front crawl, backstroke and breaststroke]?	%
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 2021-2022 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: £16,020 Plus carry forward of £7,368 Total £23,388		Date Updated: September 2021: SHA January 2022: September 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: 7.69%
Intent	Implementation		Impact
PE curriculum and LoTC curriculum – identification of skills and translatable skills.	Planning and organisation for Daily Mile Track – co organised with larger planning permission project on the front field. Wider Farm Development Planning <i>SHA/MS/RD managing</i>	Proportion of cost not yet known	Development of the front field with specific running and all weather pitch. Additional use for road safety practice and wheeled activities (balance, sensory, community awareness safety)
Sports Clubs – started with specialists, need to expand	Multi-sports Club Drama Club Trampoline Club Cost to parents, subsidized by the school for use of site (£10p/hr) (£30pw) 38 weeks <i>MS managing</i>	£1,200	Access to more after school clubs. Organisations running these independently on the school site.
			Not yet known Spent: %
			5.13% Spent: %

Class rewards for completing exercise challenges, e.g. walk 1000 miles.	Fund rewards, e.g. trips as an incentive. <i>JoshC managing</i>	£600	This started off, though with Covid restrictions lost momentum as a result of school closures and absences.	2.56% Spent: %
Key indicator 2: The profile of PESSPA (Physical Education, School Sports and Physical Activities) being raised across the school as a tool for whole school improvement				Percentage of total allocation: 4.28%
Intent	Implementation		Impact	
Increase opportunities for formal PESSPA at playtimes; raising visibility, awareness and participation, specifically for girls' engagement.	Purchase sports and activate play equipment to use at playtime across the school. Supported by programmes of activities (see above) <i>Josh C to manage</i>	£300	Activities to engage girls particularly – researched and consulted with pupils, parents and staff.	1.28% Spent: %
Equipment for sports day	To include more participants and involve family members in the activities – modelling, rewarding and promoting the value of physical engagement. <i>Josh C to manage</i>	£600	Specific games to enliven sports participation with parents and carers	2.57% Spent: %
Termly sports awards e.g. for most improved, best effort, outstanding achievement	To promote the values of sports and activities including competitive sports and personal targets/engagement. <i>Josh C to manage</i>	£100	Sports badges and certification.	0.43% Spent :%

Key indicator 3: Increased confidence, knowledge and skills of all staff in teaching PE and sport				Percentage of total allocation:
				7.28%
Intent	Implementation		Impact	
Provide training that will support the development of skills of a range of staff, both PE teachers and non-PE teachers and give pupils access to a wider range of opportunities.	Get Set for PE 4 – lesson planning, assessments gives opportunities for cover. Curriculum support for non-timetabled PE sessions.	£500	Playtimes have more structured activities and, movement breaks identified outcomes.	2.14% Spent£500: 2.14%
Expand the staffing for PESSPA for curriculum and non-directed learning times to widen access and ensure capacity for engaging more staff in the provision of PESSPA	Appointed LOtC teacher for September 2021– <ul style="list-style-type: none"> • minibus driver, • Duke of Edinburgh teacher, • additional timetabling capacity • Lunchtime sports clubs organisation • Breaktime activities management 			0% Spent: 0%
Minibus training for PE lead to take pupils to activities.	Minibus training	£1,200		5.14% Spent: %
Key indicator 4: Broader experience of a range of sports and activities offered to all pupils				Percentage of total allocation:
				41.9%
Intent	Implementation		Impact	

<p>Widen the opportunities for exercise offered at school, in lessons and clubs with a focus on accessible activities that can provide successful and life-long engagement in sports. Gym activities can be accessed individually, making them suitable for all students including those who have difficulties socialising.</p>	<p>Restart the work on the gym with parental and pupil engagement to encourage participation on the school site and promote family activities together; After school and evening activities. <i>Josh C to manage</i></p>	<p>£2,500</p>	<p>Engagement in school for parents and pupils after hours to encourage participation in sports and communication within families.</p>	<p>10.69% Spent: %</p>
<p>Gym health and safety to include wheelchair access for the equipment.</p>	<p>(Wall in Gym requires fixing; re-plastering and decorating including external wall through school funds). Installation of non-slip flooring, accessible toilet space for pupils and adults with disabilities from Sports Premium. Signage for outside the gym – identification of the space and promotion within the school and to visitors; clear identification of where the gym is.</p>	<p>£4,000</p>		<p>1.71% Spent: %</p>

<p>Play encouraging activity – physical balance, sensory, OT, fun activities.</p> <p>Independent play resources to support activities and paired activities – turn taking and sharing.</p>	<p>Playground equipment: Storage box for containing. Equipment: non-sting footballs, foam games, scooters (£2400) and helmets (£1000) and scooter rack (£1500 for two) to hold ten scooters for each of two playgrounds.</p>	£4,900	<p>School council involvement in the development of resources and activities. School council members will help look after the equipment and instruct others on using it.</p>	20.95%
	<p>Stilts, hydro-catchset, airform plyers, beanbags, ankle skip sets, containers and padlocks</p> <p><i>Josh C to manage</i></p>	£1,500		6.41%
<p>School Council members play leaders training and support. External, certificated programme.</p>	<p>Purchase of external training and certification.</p>	£500	<p>Further engagement and leadership skills for pupils.</p>	2.14%

Key indicator 5: Increased participation in competitive sport				Percentage of total allocation:
				21.38%
Intent	Implementation		Impact	
Create opportunities for children to be able to compete in competitive sporting events throughout the county. 12 fixtures off site identified – dependent on cover.	3 days cover for 1 x teacher and 1 x TA to take children to competitive sporting activities.	£2,000	Engagement in school competitions, working with other schools and facilitating work with others in the federation.	8.55% Spent: %
Electronic score board	Competitive sports – digital counter and timer to support pupils’ understanding, fairness and embodying the competitive nature of sports played in teams	£3000	Supporting numeracy, participation, embodying the competitive nature of sports.	12.83% Spent: %

Signed off by	
Head Teacher:	Jamie Caple/ Stephen Hoult-Allen
Date:	October 2021
Subject Leader:	Josh Croswell
Date:	October 2021
Governor:	Mr Andy Summerskill
Date:	October 2021

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

Created by:



Supported by:



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

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 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.

**** In the case of any under-spend from 2019/20 which has been carried over this must be used and published by 31st March 2021.**

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](#).