

Evidencing the Impact of the Primary PE and Sport Premium

Lakeside Primary Academy 2021-22

Commissioned by



Department
for Education

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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

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.

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. To see an example of how to complete the table please click [HERE](#).

Key achievements to date until July 2021	Areas for further improvement in 2021-22:
<p>1. the engagement of all pupils in regular physical activity Employ a school coach to lead after school club sports clubs, open to all learners regardless of any disability or special educational need. (Unfortunately, due to Covid we have been unable to run any after school clubs.) Children all have access to the Real PE home learning and during lockdown they were encouraged to use this to try and maintain physical exercise. -A competition regarding the use of Real PE at home was launched during the January lockdown to encourage the children who were at home to remain active. Engagement in Big Pedal has increased the number of children coming to school on their bike/scooter. Engagement in Beat the Street – a local initiative to encourage children to become more active. UKS2 walked the Ram Trail – a local arts walk of decorated Rams.</p> <p>2. the profile of PE and sport is raised across the school as a tool for whole-school improvement Two PE sessions introduced – one Real PE. Increased amount of time being 1 hour and 40 mins per class. Weight and Height measures completed on children from Year R to Year 5 and children identified for the Rammie’s Lunch time club. Playground games training for a class in each year group. Real PE purchased to ensure that PE is taught during all lessons and fundamentals are being progressed throughout the school. PE lessons remapped. New equipment bought so that children have access to a suitable amount for the lesson and are not stood around awaiting turns.</p> <p>3. increased confidence, knowledge and skills of all staff in teaching PE and sport Employment of a sports coach to work with school staff to plan and support the teaching of PE to increase their subject knowledge and confidence in PE. Affiliation to Derby City School Sport Partnership- links to professional training for staff and competitions for the children. Real PE access in September for all members of staff. CPD for PE coordinator. Level 4 course started based on Sport and children’s wellbeing. Units of work in place for all PE lessons.</p> <p>4. broader experience of a range of sports and activities offered to all pupils One session of PE in key stage 2 is sport specific</p> <p>5. increased participation in competitive sport No interschool competitions were held due to Covid. All children were involved in a class bubble sports day and this was set up so that there would be a winning team from each year group.</p>	<p>1. the engagement of all pupils in regular physical activity Engaging the least active pupils in after school/ physical activities through Active Schools. Increase attendance at extra-curricular sport activities by introducing before school and lunch time clubs. Increase the amount of children bringing in appropriate PE kit so that majority of children are ready for PE. Improve communication with parents to ensure they know which sports clubs are available for their children to attend. Need to take advantage of more national initiatives. e.g. change4life, national fitness day. Swimming for Year 5 and Year 6 due to no swimming last year because of Covid. Reintroduce the Zip active materials into EYFS1</p> <p>2. the profile of PE and sport is raised across the school as a tool for whole-school improvement Increase the profile of PE by providing two hours of high quality PE for each class. Updated PE policy and vision. Apply for the Bronze School Games Mark. Assessment for PE revised through the use of Real PE.</p> <p>3. increased confidence, knowledge and skills of all staff in teaching PE and sport Staff CPD to deliver Real PE. Needs to be completed – Covid meant that we were unable to complete this. Complete a staff audit of skills – inform what CPD could be needed and where we have expertise.</p> <p>4. broader experience of a range of sports and activities offered to all pupils Physical activity challenges set for each year group termly in a different sport. Ask the children which sports they would like to see provided as extracurricular activities. Access more SSP festivals to encourage all children to participate in physical activity.</p> <p>5. increased participation in competitive sport Involve more parents as volunteers so that children can access sports festivals. Staffing in school, at times, cannot support the amount of adults required to support taking groups to events. Increase the number of children who participate in competitive sports through intra and inter school competitions.</p>

SWIMMING

Meeting national curriculum requirements for swimming and water safety.	2021-22 Year 6 Cohort
What percentage of your current Year 6 cohort swim competently, confidently and proficiently over a distance of at least 25 metres?	32%
What percentage of your current Year 6 cohort use a range of strokes effectively [for example, front crawl, backstroke and breaststroke]?	32%
What percentage of your current Year 6 cohort perform safe self-rescue in different water-based situations?	0% - Due to the children only being able to have three half terms swimming and there being a high percentage of children who were complete non swimmers there was not the time or availability for the children to be taught the self rescue techniques.
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?	Due to two year groups needing swimming tuition this academic year (Yr5 & Yr6) (impact of not having pools available in 2020-21) there is not any additional pool slots available to offer additional sessions.

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: £21,050 with an additional £4,382 carried forward from last academic year) = £25,432		Date Updated: July 2022	
Key indicator 1: 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				Percentage of total allocation:	
Intent		Implementation		Impact	
<i>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:</i>		<i>Make sure your actions to achieve are linked to your intentions:</i>		<i>Funding allocated:</i>	
<i>Evidence of impact: what do pupils now know and what can they now do? What has changed?</i>		<i>Sustainability and suggested next steps:</i>		20%	
Sports coaches are employed to deliver after school clubs for all children to access regardless of disability or special educational need.	Advertise the clubs and complete risk assessments. Ensure that families are aware that there is no cost for the extracurricular clubs this year.	£2000	Wider experiences of school sports that improve health and wellbeing.	Sports coaches are continued to be employed to deliver after school clubs for all children to access regardless of disability or special educational need.	
External providers utilised to provide after school sports clubs for all children to access regardless of disability or special educational need.	Source external sports, dance or gymnastics club providers. Advertise clubs and complete risk assessments. Ensure that families are aware that there is no cost for the extracurricular clubs this year.	£120 – dance teacher costs Soccer Stars costs – Sum 2 football club - £40 a week (x6 weeks) = £240	Children can experience a wider range of extra-curricular sports clubs. – Dance and Football provided. Unfortunately the dance club was not able to run for many weeks due to availability of a dance teacher.	If successful sports funding to be allocated each year to offer a range of extracurricular clubs at no cost to families. To source a new dance teacher to run the club all year for more year groups. To continue with Soccer Stars football clubs. Enhance package of DCCT for 2022-23 – so an additional afterschool club and lunch time club can be provided by qualified coach.	
For Real PE to be used throughout school as the basis to the PE curriculum. Annual subscription and CPD for staff as required.	Teachers training updated and any new staff access to training to deliver real PE. The Real PE curriculum delivered in each year group once a week.	£500	Develop the children’s fundamental skills so that they can apply these to team games when they are older. Develop the teacher’s confidence at teaching PE. To ensure progress across the school.	Continue to implement the Real PE programme. Evaluate progress of Real PE and the skills that the children have gained when coming through the year groups.	
Orienteering programme bought to improve the teaching of orienteering in school.	School mapped. Resources received. Training on the programme received. New programme used to teach orienteering in each year group.	£1215 £100 – for staff cover for PE lead to plan with provider	Develop the children’s orienteering skills. Children are able to improve their phonics knowledge at the same time as being active. Children have more knowledge about map skills and reading a simple map.	For orienteering signs are attached to the various signs and they can be used for active playtimes as well. Staff CPD to be delivered to enhance the use of school maps.	

Playtime are active and equipment is available to support adult led games, learning of new skills (skipping) and engagement in physical activity	Playtime kits for each class enhanced with new and replacement equipment, throughout the year.	£905	Children more active at playtime/lunchtime. Positive impact on behaviour as a result of active learners and adults engaging children in physical activity.	Year 5/6 play leader programme. Academy Parliament to gather pupil voice on new equipment for play and lunchtime.
		total for key indicator 1 £5080		
Key indicator 2: The profile of PESSPA being raised across the school as a tool for whole school improvement				Percentage of total allocation:
				14%
Intent	Implementation	Impact	Next Steps	
<i>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:</i>	<i>Make sure your actions to achieve are linked to your intentions:</i>	<i>Funding allocated:</i>	<i>Evidence of impact: what do pupils now know and what can they now do? What has changed?</i>	<i>Sustainability and suggested next steps:</i>
To have good quality PE equipment for all areas of the PE curriculum, for the storage of the PE equipment to be suitable.	Audit of current equipment and order of new equipment needed. Equipment sorted and new equipment purchased so that there is enough for the children to use during a lesson. Purchase new equipment to ensure all areas of the curriculum are resourced. Relocation of PE equipment to outdoor store to enable easier access.	Staff cover for audit and ordering £600 Staff covering for organising and sorting all new equipment into year group kits. £400 Equipment £733 Storage: £360	Children engaged in the lesson. Children physically active during the PE session. Enjoyment of PE lessons is increased. All PE resources– organised in kits, Real PE and KS2 Sports specific, for each year group. Relocated PE equipment to outdoor store, easier access for staff gained.	Continue to update, replace as required.
Sports day stickers and certificates to celebrate the children's achievements	Achievements shared on class dojo – school story.	£83	Pupils are proud of their achievements. Pupils are motivated to participate. Increase in self-esteem/ confidence.	Continue to find occasions where rewards can be distributed to continue motivation.
Use national and local strategies to raise the profile of PE and Sport and to ensure pupils fully benefit from opportunities in PE, Sport and Physical Activity.	Attend termly SSP Breakfast Briefing and annual conference to be updated on key national and local strategies. Share information with SLT and staff.	Included in SSP Affiliation Fee (£1500 total) £500	Staff informed of local strategies and local strategies and motivated to enable more pupils to active, more often.	Continue to affiliate to DCCT – SSP (enhanced package) to remain up to date with national and local strategies. Sign up to new national programmes to develop our opportunities.
PE synopsis updated to reflect 2021-22 curriculum offer. Website updated to showcase sporting achievements and PE provision at LPA.	Staff training in school PE leader time to update synopsis.	Staff cover £500	PE synopsis helps staff to plan PE lessons. Progression is shown throughout the school.	Ensure lesson objectives are followed
Evaluation of the PE Schemes of work written, staff voice to ascertain the impact of the planning. Revise planning as required. (for each of the KS2 PE curriculum, ensuring progression of skills throughout KS2).	Evaluate and revise as required scheme of works for Athletics, OAA, Netball, Football, planning to ensure progression of skills throughout KS2.	Staff cover £400	Planning shared with staff and children receive high quality PE lessons.	Ensure all areas are planned and progression is included.
		Total for key indicator 2 £3576		

Key indicator 3: Increased confidence, knowledge and skills of all staff in teaching PE and sport				Percentage of total allocation:
				35%
Intent	Implementation	Impact	Next Steps:	
<i>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:</i>	<i>Make sure your actions to achieve are linked to your intentions:</i>	<i>Funding allocated:</i>	<i>Evidence of impact: what do pupils now know and what can they now do? What has changed?:</i>	<i>Sustainability and suggested next steps:</i>
Ensure school are up to date with key national and local developments in PE and Sport to ensure pupils can benefit from high quality PE and Sport provision	Attend SSP training.	Included in SSP Affiliation Fee (£1500 total) £500 Staff cover £800	School is benefitting from national and local strategies and enabling more pupils to be more active, more often (feedback)	Continue to sign up to national and regional programmes that promote sport and activity Continue to affiliate to Derby City SSP
Real PE purchased for delivery in school.	Training sessions to ensure staff know how to deliver Real PE sessions.	£000.00 (Included in the part of JASMINE REAL PE fee of £495)	Develop the children's fundamental skills so that they can apply these to team games when they are older. Develop the teacher's confidence at teaching PE. To ensure progress across the school.	Continue to purchase Real PE Ensure that all necessary equipment is purchased for Real PE to be implemented effectively.
PE lead to have up to date knowledge of PE curriculum and national and local developments. PE lead CPD.	Attendance at training. Courses TBC	£800 staff cover	Strategies to help with children's well-being used in PE sessions.	Disseminate the strategies across the school with training time.
Sports coach employed to deliver PE sessions alongside class staff to support CPD of class adults and ongoing planning and delivery of future sessions	Teach PE lessons for 5 classes weekly, alongside class Teacher/TA Support with planning of future PE sessions of three year groups.	£6500	Children have received high quality Active sports sessions, adults supporting have seen the delivery of the session and implementation of the Real PE and sports PE sessions.	Sports coach to work with two TA apprentices on effectively supporting the class teacher whilst delivering PE sessions. DCCC enhance package purchased for 2022-23 – includes a sports coach to support at least two year group teachers to teach blocks of PE.
PE attends a PE and Wellbeing Level 4 to improve the well-being of pupils through sport.	PE lead to attend the training offered by Derby County Community Trust. PE lead to complete the tasks required for completion of the course.	£400	Improvement of children's well-being through PE for the PE Lead's class.	Feedback successful steps to the rest of the staff so that they can implement
		Total for key indicator 3 - £9000		

Key indicator 4: Broader experience of a range of sports and activities offered to all pupils				Percentage of total allocation:
				27%
Intent	Implementation		Impact	Next Steps:
<i>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:</i>	<i>Make sure your actions to achieve are linked to your intentions:</i>	<i>Funding allocated:</i>	<i>Evidence of impact: what do pupils now know and what can they now do? What has changed?:</i>	<i>Sustainability and suggested next steps:</i>
Fitness, physical wellbeing, sports skills and emotional support sessions, provided by an external expert to support children with SEMH needs.	Children identified as benefitting from these clubs. Needs communicated with the experts.	Riley Sports £1500	Targeted children's behaviour and well-being improved. Increased self-esteem/ confidence.	Continue to identify children that have needs to be involved in these clubs.
For EYFS pupils to be able to ride a balance bikes. For EYFS outdoor continuous provision to be development to provide additional opportunities for children's physical development. (crates, climbing frame, balls, stepping stones, hoops etc)	To purchase a set of balance bikes for EYFS use in continuous provision. Increase the amount of bikes, maintain existing bikes and cost of any repairs/Maintenance.	£1500 £1676 – Nursery bikes/scooters £1700	EYFS pupils have accessed bikes, more confident to move around the space on the bikes. Staff supporting less able children to use balance bikes, rather than the EYFS trikes/scooters. EYFS children have utilised additional outdoor resources – climbing frame, crates of various sizes, stepping stones, hoops, balls, planks and outdoor blocks – to develop areas of physical development.	Continue to use balance bikes as part of EYFS provision. Maintain existing bikes and cost of any repairs/Maintenance. Audit of outdoor continuous provision for Physical Development (REDI programme) to be carried out. Purchase additional outdoor equipment to further enhance provision as required.
To give children more information about different sports and sporting heroes by providing books where they can find out more about something that they are interested in.	Pupil voice to find out which sports they would like to find out more about and whether there are any athletes that they would like to learn more about. Order the books. Put the books in the library and encourage the children to read them. Create a theme shelf with the books so that they are easily accessible.	£600	Children want to find out more about different sports and then find out where they could participate in this sport.	Link the sports in the books to the sports that we offer for the after school clubs.
Rammie's Healthy Heroes lunchtime club for children identified from Height and Weight and fitness checks.	Encourage the children who have been identified to attend the course.	As part of the £1,500 from SSP.	Children will join the Livelt programme which encourages families to live healthy lifestyles and offers opportunities for physical activities.	Continue to deliver the Rammie's healthy heros programme.
		Total for key indicator 4 - £6976		

Key indicator 5: Increased participation in competitive sport				Percentage of total allocation:
				3%
Intent	Implementation		Impact	
<i>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:</i>	<i>Make sure your actions to achieve are linked to your intentions:</i>	<i>Funding allocated:</i>	<i>Evidence of impact: what do pupils now know and what can they now do? What has changed?:</i>	<i>Sustainability and suggested next steps:</i>
Playwaze competitions accessed.	All children entered on sheets so that they can be entered easily onto the website for an event.	Included in SSP Affiliation Fee (£1500 total) £500	Competitions across the school	Continue to affiliate to Derby City SSP for further competitions/ events Engage in more festivals and competitions that are on offer.
School council to devise some healthy break time activities that can be used to promote intra school sport between classes/ phases.	Meeting with the school council. Time to gather ideas.	£250 to purchase any necessary equipment.	Children have more experience of competitive activities and learn to accept winning and losing.	Create a bank of activities that can be used and allow year groups to choose which activities they are going to do. Health minds and Health body parliament meetings throughout the year
Intra School	All children put on Real PE at home and sent logins. Competition set to encourage all the children to access the Real PE at home.	Included in Real PE Cost of prizes £50	Encouraging children to be active during lockdown.	Further challenges are set to encourage children to remain active or become active if they are not already. Real PE at home competition for each term DCCT SSP enhanced package purchased for 2022-23 – to include afterschool clubs – linked to DCCT intra school competitions and events.
		Total for key indicator 5 - £800		

Total spend for 2021-22: £25,432

Head Teacher:	Mrs Joe Baker-Heath
Date:	30.7.22
Subject Leader:	Becky Waites
Date:	30.7.22
Governor:	The Harmony Trust