

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

CRINGLE BROOK PRIMARY SCHOOL



Details with regard to funding

Total amount carried over from 2019/20	£0
Total amount allocated for 2020/21	£
How much (if any) do you intend to carry over from this total fund into 2021/22?	0
Total amount allocated for 2021/22	£17,790
Total amount of funding for 2021/22. To be spent and reported on by 31st July 2022.	£17,790

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>Year 6 leavers 2022:</p> <p>55% self-rescue</p> <p>100% star-fish award</p> <p>This is the data accrued from the Y4 swimming in 2019-20, which was obviously interrupted by Covid.</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 2022. Please see note above</p>	75% can swim 25m
<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>	28% Could perform a range of recognised strokes
<p>What percentage of your current Year 6 cohort perform safe self-rescue in different water-based situations?</p>	55% could perform a safe self-rescue
<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>	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: £12870 out of £17,790		Date Updated: 22.7.22	
Key indicator 1: The engagement of all 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: 72% of overall fund.
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:		Evidence of impact: what do pupils now know and what can they now do? What has changed?	
<ul style="list-style-type: none"> • Children to enjoy and thrive in their P.E lessons – leading to improved fitness and better wellbeing habits. • Children to have a positive attitude towards movement and physical activity • Children to know that P.E has the highest status in our school 		<ul style="list-style-type: none"> • P.E curriculum updated to focus on clear progression, active engagement and enjoyment • Development of PE teaching through bespoke video resource creation & targeted planning support. Particular focus on KS1 PE lessons • Development and targeted support for implementation of MyPB (high interest fitness activities regularly reviewed and updated) • P.E has high status through the minimum two hours' delivery, but also through staff championing, communication and visual status (social media, school environment etc). 		£12,870 – Lunchtime sports coach skills development Total = £12,870	
				<ul style="list-style-type: none"> • Marked improvement of games curriculum delivery and staff confidence - shown through staff voice – and evidenced in pupil voice. • Children reporting improved attitude towards PE, fitness and attitude to exercise healthy living - focus being on girls in particular • Tracking of mile, time/ completion rate shows improved times and consistency • Games – teaching and learning reviewed across all modules, increased percentage of high quality teacher led sessions leading to high engagement outcomes • Physical health – evidence of pupil awareness of healthy eating and life styles improved and reflected in choices in and out of school 	
				Sustainability and suggested next steps: The employment of an expert P.E specialist through the Trust to help support the P.E lead and SLT in the implementation of the ambitious P.E curriculum, will ensure that all pupils will have the highest quality P.E delivery through well-considered and expertly differentiated lesson sequences. This model of teacher support into team teach into teacher independence will keep the quality of provision high.	

Key indicator 2: The profile of PESSPA (Physical Education, School Sport and Physical Activity) being raised across the school as a tool for whole school improvement				Percentage of total allocation: 72% of overall fund.
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?:
<p>Alongside the games, dance and gym curriculum strands of P.E consolidate the recently introduced weekly My PB lessons to improve fitness levels, enjoyment and engagement</p> <p>Children recognise that they are competing with themselves and that their competition is their last result.</p> <p>Further develop the individual and class culture around the importance of physical activity</p>	<p>Collaboration of key trust staff to lead training ensures that My PB strand of P.E has significant impact on pupils' attitude towards physical activity and fitness.</p> <p>New lesson resources and video modelling from the P.E specialist and the P.E Lead ensures a consistent approach to these lessons.</p> <p>Children are positive about physical activity and are well supported by their peers and the staff on their journey.</p> <p>Clear line management of P.E lead and sports specialist from Head of School and Executive Head ensures that maximum capacity for their roles and impact is achieved</p>	<p>As in strand #1:</p> <p>£ 12,870 – Lunchtime/ schools sports coach skills development</p>	<p>Pupil voice shows positive impact of My PB</p> <p>Children are able to recognise the importance of You v's You.</p> <p>Positive culture established with this approach to fitness. Culture of support, cheer leading for their team and affirmation is developed within each class.</p> <p>Collating of data to compare participation and completion rates across the Trust evidences My PB and Mile run results improvements</p>	<p>Sustainability and suggested next steps:</p> <p>External recognition from other schools and sports bodies for this scheme demonstrates the success and impact that it has had. The innovative running, skipping and HIIT bespoke curriculum has helped to further galvanise physical activity post Covid lockdowns.</p> <p>Creating bank of video resources for sharing will ensure that the quality of the curriculum resources is high.</p>

Key indicator 3: Increased confidence, knowledge and skills of all staff in teaching PE and sport				Percentage of total allocation: 72%of overall fund (see #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:
Targeted use of PE Specialist and expert staff to ensure that staff delivery and provision is consistently excellent.	Specialist PE teacher timetable set to specifically target lessons and year groups where teacher confidence is lower. This will ensure that all PE/fitness activities remain high quality with high engagement (especially important following the limitations due to COVID restrictions.)	As in strand #1:	Consistent provision in terms of delivery standard results in higher outcomes for pupil attainment and is reflected in higher percentage of pupils feeding back via pupil voice that they enjoy P.E	<ul style="list-style-type: none"> • Model is regularly reviewed and staff where their confidence is low have a clear support plan to move them to higher competency and independence. • Effective use of high competence staff and pupil sports leaders to assist strategically
Key indicator 4: Broader experience of a range of sports and activities offered to all pupils				Percentage of total allocation: 28%
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:
Children to experience alternative sports and activities as part of the school's curriculum offer	Alongside a range of Out of Hours Clubs and activities children also have other curriculum experiences- outdoor experience: kayaking/ walking	£4,920	<ul style="list-style-type: none"> • A higher % of children have been involved in a greater range of sports and activities across the school day • Higher percentage of children feedback that they have enjoyed this increased range of opportunity 	<ul style="list-style-type: none"> • Opportunity for outside support through a range of expertise and links within and from staff contacts is established through the broadening of persons involved and the approach to networking. • Sports leaders are running physical activity at lunch times, which model key principles of PE lessons leading to improved numbers of children engaged in active activities

Key indicator 5: Increased participation in competitive sport				Percentage of total allocation:
				0%
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:
Children will have an improved range of competitive opportunities available to them	PE lead and HoS enter the children into competitions run by the Trust and local cluster networks.	As above	<ul style="list-style-type: none"> • Greater range of competitions accessed by an increased number of children • Improved performance in competitions as a result of targeted provision - eg data from My PB and Mile run results leads to higher ability children and most improved children accessing the right competitive opportunities. 	<ul style="list-style-type: none"> • Number of children able to successfully access and attend competitions increased. • Review success annually and improvement plans shared with wider stakeholders to ensure accountability and ongoing improvement

Signed off by	
Head Teacher:	Lisa Vyas
Date:	22.7.22
Subject Leader:	Helen Chase/ Greg Allison
Date:	22.7.22
Governor:	Philippa Bird
Date:	22.7.22