



Evidencing the Impact of the Primary PE and Sport Premium

2021-2022

Commissioned by
Department for Education

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Schools must use the funding to make **additional and sustainable** improvements to the quality of Physical Education, Sport and Physical Activity (PESPA) they offer. This means that you should use the Primary PE and Sport Premium to:

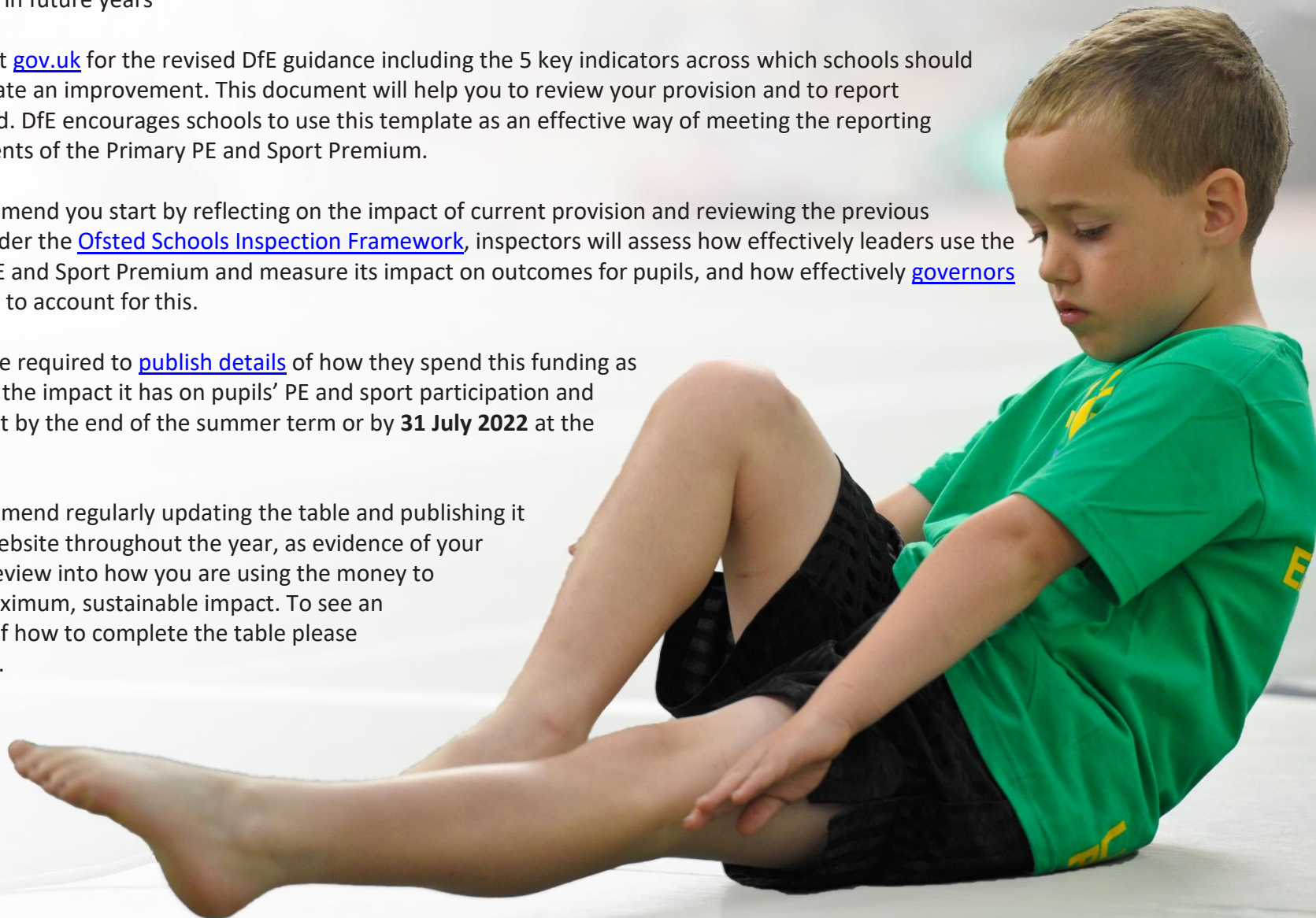
- Develop or add to the PESPA activities that your school already offer
- Build capacity and capability within the school to ensure that improvements made now will benefit pupils joining the school in future years

Please visit [gov.uk](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. Under the [Ofsted Schools Inspection Framework](#), inspectors will assess how effectively leaders use the Primary PE and Sport Premium and measure its impact on outcomes for pupils, and how effectively [governors](#) hold them to account for this.

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 **31 July 2022** at the latest.

We recommend regularly updating the table and publishing it on your website throughout the year, as evidence of your ongoing review into how you are using the money to secure maximum, sustainable impact. To see an example of how to complete the table please click [HERE](#).



Kelsall Primary and Nursery School – Primary PE and Sports Premium Review and Plan 2021-22

Key achievements to date:	Areas for further improvement and baseline evidence of need:
<p>Installation of MUGA (multi use games area) to provide Kelsall with a safe and stimulating environment during PE sessions along with break and lunches. As a school, continue to employ sports coaches to oversee PE teaching throughout both KS1 and KS2 the school (even during covid, coaches were able to come and support Key Worker children). A large amount of additional sporting equipment was purchased which has been sorted and kept in storage units. Continue the use of PE passport to support teaching and learning. Virtual tournaments and competitions – SSP, THS, CSSA, All Stars Cricket. The development of the daily mile track has continuously encouraged children to remain active during break times and lunchtimes. It is also now being used as part of PE lessons and extra-curricular activities (long distance running). New Sporting wear to be purchased to ensure there is consistency throughout the school when teaching PE.</p>	<p>To use MUGA (multi-use games area) to enhance physical activity into the school day. This will also support teaching of outdoor learning across the curriculum. Further professional development for all staff to ensure that T&L in PE and Sports is up to date and based on recent research (put on hold due to Covid). Continue to offer a wider range of sports and activities using devoted space outside. Increase participation in competitive and non-competitive sport since they were put on hold last year. Provide a range of sporting activities available during lunch break. Further development of playground areas to support PE and Sports.</p>

Meeting national curriculum requirements for swimming and water safety	Please complete all of the below:
<p>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 children may swim in another year please report on their attainment on leaving primary school.</p>	%
<p>What percentage of your current Year 6 cohort use a range of strokes effectively [for example, front crawl, backstroke and breaststroke]?</p>	%

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?	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 students today and for the future.

Academic Year: 2020/2021		Total fund allocated: £1750		Date Updated: October 2021	
Key indicator 1: The engagement of <u>all</u> pupils in regular physical activity – Chief Medical Officer guidelines recommend that primary school children undertake at least 30 minutes of physical activity a day in school					Percentage of total allocation:
					45%
School focus with clarity on intended impact on pupils:	Actions to achieve:	Funding allocated:	Evidence and impact:	Sustainability and suggested next steps:	
<p>Our wet pour was completed during the summer break so this safe area can now be used by all.</p> <p>As a school, use MUGA (multi-use games area) to embed physical activity into the school day. The fitted out a single space with multiple pitch markings, is going to encourage physical activity for all children.</p> <p>Every child in school is to take part in regular physical activity outside of PE lessons.</p>	<p>Start teaching full lessons on the wet pour now it is fully functional. Teachers and coaches will be using this area during taught sessions.</p> <p>A timetable for the MUGA will enable this area to be used by all children on rota basis (safety reasons).</p> <p>Encourage all children to use this area throughout the day.</p> <p>New equipment which was purchased last year is to be used at play and lunch times to be used.</p>	<p>£4000</p> <p>£9000</p>	<p>This has already had a great impact and we have only had it down a number of weeks. The amount of injuries has reduced as it is a much safer space.</p> <p>Since retuning in September, MUGA is being used by all classes. During lesson times, teachers are using this space for outdoor learning (recommended due to covid)</p>		

Key indicator 2: The profile of PESSPA being raised across the school as a tool for whole school improvement				Percentage of total allocation:
				6%
School focus with clarity on intended impact on pupils :	Actions to achieve:	Funding allocated:	Evidence and impact:	Sustainability and suggested next steps:
<p>Purchase new and updated equipment along with new staff sporting uniform.</p> <p>Provide lunchtime staff with resources to support active play. Year 6 sports leaders will have created games and activates to encourage all children to stay active.</p> <p>Continue Zoom assemblies to celebrate sporting achievements from both lessons inside of school and achievements outside of school.</p>	<p>Update the school's sportswear to ensure staff are wearing appropriate sporting wear when teaching PE. Ensure we have consistency throughout school.</p> <p>Arrange timetable for a variety of games/sporting activities to be played outside during break and lunch times. Timetable for the MUGA during these times will be shared with ALL staff.</p> <p>Appoint sports leaders and allow them to embed games and activities for break and lunch times.</p> <p>Celebration zoom assemblies where sporting achievements will be acknowledged.</p> <p>Continue using the 'daily mile' track for all children to promote being active outside of PE lessons.</p>	£200		

Key indicator 3: Increased confidence, knowledge and skills of all staff in teaching PE and sport				Percentage of total allocation:
				17%/7%
School focus with clarity on intended impact on pupils:	Actions to achieve:	Funding allocated:	Evidence and impact:	Sustainability and suggested next steps:
Continue to develop and promote the knowledge and skills of all staff when teaching PE.	<p>Teachers shadowing sports coaches to develop teaching through demonstrations.</p> <p>Continue the use of PE passport to support teaching and learning. Teachers are given a wide range of sporting lessons which are broken down in to skills and knowledge. Immediate assessment is able to take place which can help plan the following lesson whilst acknowledging the gifted and talented.</p>	£500		
Staff CPD in teaching dance and gymnastics. Focusing on impacting on the development and progress for all pupils in these PE areas (postponed due to closure of schools).	<p>Cheshire dance training providers and organise for staff PD in the Spring term.</p> <p>Dance teachers will take sessions throughout the school to give children wider opportunities through dance and gymnastics.</p> <p>CPD with professional from Cheshire Dance will allow teachers to plan a sequence of dance and gymnastics lessons according to their year group for the following academic years.</p>	£1000		

Key indicator 4: Broader experience of a range of sports and activities offered to all pupils				Percentage of total allocation:
				11%
School focus with clarity on intended impact on pupils:	Actions to achieve:	Funding allocated:	Evidence and impact:	Sustainability and suggested next steps:
<p>Continue employment part time coach to teach high quality PE lessons.</p> <p>Coach led activities for all children from Reception-Year 6. This will build links with sports societies and individuals to promote and develop a range of sports. This will enable children to experience a range of different sports and activities over the school year delivered by high quality coaches. (opportunities to join clubs and attend events outside of school will also be available).</p>	<p>Children at Kelsall will be receiving high quality PE lessons and sporting opportunities.</p> <p>PE Passport can be used for teachers running sports after school clubs to ensure a high quality teaching is happening after school hours.</p> <p>Cricket – Owen (Cheshire Cricket) Tennis – John (LTA) Dance – Emma (Cheshire Dance) Girls Football, Hockey, Golf.</p> <p>Designated areas will be assigned during these lessons so coaches can teach effectively.</p> <p>Children receiving further opportunities to use the skills they have been taught in sessions.</p> <p>CPD from coaches can provide staff with a broader understanding of each specific sport.</p>	£1000		

Key indicator 5: Increased participation in competitive sport				Percentage of total allocation:
				14%
School focus with clarity on intended impact on pupils:	Actions to achieve:	Funding allocated:	Evidence and impact:	Sustainability and suggested next steps:
<p>To continue to enable more pupils to participate in school competitions through competitive sport. (continues from last year as competitive face-to-face sports were cancelled).</p> <p>Pay for Chester SSP to involve Kelsall in more competitive sporting activities.</p>	<p>Attend competitions through THS along with local schools.</p> <p>Purchase school partnership agreement which will provide:</p> <ul style="list-style-type: none"> • KS1 Multi Skills Festival • Leadership Programme for primary schools, including Sports Ambassador Training • SEN Multi Sports Festival • Intensive School Swimming Programme for Year 6 pupils • NGB linked programme and pathways to local community clubs • Gifted & Talented training for KS2 pupils • Playground Leader Training • Athlete visits at selected events • Advice on Pupil 	£1500		

	<p>Assessment</p> <ul style="list-style-type: none">• Member schools meeting and networking opportunities			
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