

Evidencing the impact of the Primary PE and sport premium

Website Reporting Tool

Revised July 2021

Commissioned by



Department
for Education

Created by



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SPORT
TRUST



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 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](#).



Details with regard to funding

Please complete the table below.

Total amount carried over from 2019/20	£0
Total amount allocated for 2020/21	£17,650
How much (if any) do you intend to carry over from this total fund into 2021/22?	£0
Total amount allocated for 2021/22	£17,650
Total amount of funding for 2021/22. To be spent and reported on by 31st July 2022.	£17,650

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>	All KS2 children swim weekly for 1 half term at our local leisure centre. More able swimmers are taught self-rescue techniques throughout these sessions.
<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 2020.</p> <p>Please see note above</p>	94%
<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>	84%
<p>What percentage of your current Year 6 cohort perform safe self-rescue in different water-based situations?</p>	84%
<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

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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:£17,650		Date Updated:12/07/22	
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: 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?:	
Active lunchtimes to increase participation levels. Daily active lessons to improve overall fitness and whole school involvement.	Employed an external sports coach to run structured multi-skills activities – timetable for all cohorts.		£941.81	Increased numbers of PA children. Children developing and applying key skills – evident in PE lessons.	
Key indicator 2: The profile of PESSPA being raised across the school as a tool for whole school improvement					Percentage of total allocation: 76%
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?:	
Children to develop key skills to use in varied curriculum. Increase opportunities for less active	Employed an external sports coach – New LTP developed for variety. All classes receive 1 hour coach led PE – CPD for class teachers. 1 hour PE with class teacher.		£8171	Pupils have learned rules for a range of new sports and new transferrable skills. Throwing and catching has	

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children to be PA and sustain participation.	Wider variety of extra-curricular clubs available.		improved.	
Introduce invasion games to KS1.	Football and Tag rugby on LTP for KS1.		KS1 children can play small sided football and tag rugby games.	
Appoint Sports leaders and wellbeing ambassadors.	Specialist Dance teacher employed to teach all cohorts on rotation. CPD for class teachers. Train sports leaders and WB ambassadors to encourage PA at break and lunchtimes.	£5225	Behaviour has improved – children recognising rules for games – understanding boundaries – taking turns. Increased confidence in pupils. Improved MH and Well-being – less conflicts amongst pupils.	

Key indicator 3: Increased confidence, knowledge and skills of all staff in teaching PE and 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?:
All staff to be confident teaching a range of activities, planning to show progression of skills in a range of sports. Clear LTP to signpost staff.	Staff meeting to discuss LTP and expectations. Staff Questionnaire to highlight areas of concern (sport specific etc..)	£0	Staff Confidence and knowledge of games increased – pupils enjoy all aspects of PE and have developed skills in a wider range PA.
			Sustainability and suggested next steps:
			CPD and staff meetings to address updates/ concerns.

Key indicator 4: Broader experience of a range of sports and activities offered to all pupils	Percentage of total allocation:
	2%

Intent	Implementation	Impact	
Your school focus should be clear what you want the pupils to know	Make sure your actions to achieve are linked to your	Funding allocated:	Evidence of impact: what do pupils now know and what
			Sustainability and suggested next steps:

and be able to do and about what they need to learn and to consolidate through practice:	intentions:		can they now do? What has changed?:	
<p>Additional achievements:</p> <p>To offer dance as part of weekly curriculum.</p> <p>Use sport to make cross curricular links.</p> <p>Introduce a varied range of extra curricular clubs to increase participation.</p> <p>To increase opportunities for Outdoor pursuits.</p>	<p>Outside Coaches – sport specific specialists develop key skills and encourage all children of all levels to apply these in a range of activities. Teachers can build upon these and implement during lessons.</p> <p>RE day – Learning dances from other cultures.</p> <p>Dance sequences linked to topic themes.</p> <p>Carefully planned LTP to ensure a wide variety of activities for a fully inclusive curriculum.</p> <p>Extra curriculum activities – fencing – badminton – adapted for all abilities.</p> <p>To improve forest school – outdoor areas for learning team work-new skills. Specialist teacher.</p>	<p>£370</p>	<p>Confidence of children increased to try new activities.</p> <p>Confidence of teachers on building on the skills that have been taught</p> <p>Children previously reluctant to participate in some sports/ activities are enjoying taking part and are developing a sense of pride and self-worth - increasing opportunities and learning new sports will lead to sustained participation.</p> <p>Engagement sustained due to varied curriculum.</p> <p>Focus for next academic year as part of mindfulness and wellbeing. Approx £2000 allocation. Trim trails created and gardening tools etc...</p>	<p>Some disruption with current provision – new coaching company for 22/23 – wider range of activities.</p> <p>Wellbeing activities set up for 22/23.</p>

Key indicator 5: Increased participation in competitive sport				Percentage of total allocation:
				0.5%
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:
Covid dependent – provide opportunities for competitive team sports. Provide more opportunities for in house team games.	Sign up to activities on School Sports programme. Consortium athletics meet. New kit purchased. House teams - In house tournaments. End of MTP small sided games to consolidate skills.	£90	Inclusive School sports day – feedback from pupils and parents positive. All children actively involved.	Build on previous success to maintain fun and full inclusion.

Signed off by	
Head Teacher:	Mary Baker
Date:	12.7.22
Subject Leader:	Amanda Gallagher
Date:	12.7.22
Governor:	
Date:	