

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



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](#).

Created by:  association for Physical Education  Active Partnerships  YOUTH SPORT TRUST

Supported by:  SPORT ENGLAND  LOTTERY FUNDED

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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, 640
How much (if any) do you intend to carry over from this total fund into 2021/22?	£8,840
Total amount allocated for 2021/22	£17, 400
Total amount of funding for 2021/22. To be spent and reported on by 31st July 2022.	£26,240

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>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 2021.</p> <p>Please see note above</p>	47%
<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>	47%
<p>What percentage of your current Year 6 cohort perform safe self-rescue in different water-based situations?</p>	0%
<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: £26,240		Date Updated: July 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: 21%
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?:	
Ensuring Children are getting adequate PE time	<ul style="list-style-type: none"> Reviewing PE timetable Clear Curriculum Map Clear CPD time allotted Supplied by the sports partnership in our membership package		£4675 for Sports Partnership Teaching Coaching through membership package	Children have now had PE time exposing them to a wide range of sports.	
Purchase/Renewing of equipment	Audit PE equipment to see what needs to be replaced/upgraded		£890	Children having the correct equipment to use for the sports they are playing, new equipment to help inspire children to try different sports	
Active Lunches more children getting involved in the organised sport and playing with equipment on their own.	More equipment available for children to have an active lunch. Lunch club that offers a variety of different sports for all ability levels. Lunch club to engage girls who		£1200	More children playing with equipment, organising their own games and trying new sports. More girls engaging in the organised sport match.	

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	haven't engaged in a club from last year asking girls for suggestions on sports they would like to try.			
Key indicator 2: The profile of PESSPA being raised across the school as a tool for whole school improvement				Percentage of total allocation:
				3%
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:
Improve and develop the offering of sports leadership from pupils	Give the sports leaders training to those children who have shown leadership behaviour in year 5 and 6. Sports leaders to help set up and deliver sports at lunch and break.	£708	Pupils gain a sense of responsibility and have better time keeping skills when delivering sports to KS1. KS1 benefit from having some organised sport as well as having equipment set out ready.	Keep delivering Sports leaders training with year 5 and 6. Ask the current year for some feedback.
Run a whole school sports day that encompasses the values of the school through sport	Plan an enriching sports day that exposes all pupils to engaging and inclusive sport and physical activity	No Cost	All pupils engaged in numerous physical activities, allowing them to challenge themselves in personal challenges which led to social, mental and physical development. Although it was slightly different to previous years due to COVID, it still went ahead in bubbles.	Review sports day encouraging a more varied offering where children can develop in the "hands, head and heart" model

Key indicator 3: Increased confidence, knowledge and skills of all staff in teaching PE and sport				Percentage of total allocation:
				14%
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:
PE teaching Audit	Give all teachers a PE audit to establish what support teachers need to be able to deliver the topics on the school curriculum.	£354	Children benefit from the teachers improving in the sectors they feel weakest in giving the children higher quality PE	Knowledge for the future, send out an audit at the start of the year if there is a common weakness have a whole teacher CPD course on this subject
Increase confidence in teaching PE	In house training for all staff from the school sports partnership. Partnership to give specific help in areas of weakness.	£354	Children benefit from a better knowledge of sports and games from teacher making PE fun and interesting	Confidence in areas that were previously weak and increased knowledge of techniques and games for PE
Employ help for the PE Co-ordinator	PE coordinator additional support to manage and coordinate opportunities more effectively - Complete tasks set out by schools based lead PE coordinator to ensure PE and sport provision tracked and monitored. Available support network for all staff within school	£2,950	More time to complete tasks - increased uptake in sport and PE - PE and sport monitored consistently and effectively -more programmes and projects can be targeted -bigger links and opportunities available- staff consistently have access to a support network.	Continue to employ PE Coordinator to maintain the current provision. Look to transfer this role to a teacher within school for future years
Key indicator 4: Broader experience of a range of sports and activities offered to all pupils				Percentage of total allocation: 22%
Intent	Implementation	Impact		
Your school focus should be clear	Make sure your actions to	Funding	Evidence of impact: what do	Sustainability and suggested

what you want the pupils to know and be able to do and about what they need to learn and to consolidate through practice:	achieve are linked to your intentions:	allocated:	pupils now know and what can they now do? What has changed?:	next steps:
<p>Increase the quantity and range of sporting clubs available to all</p> <p>Basketball Club</p> <p>Multisports Club</p> <p>Football Club</p> <p>Dance Club</p>	<p>Make sure there is at least one organised sport at lunch each day. Sport to change each day with some seasonal sports introduced in different terms.</p>	£3834	<p>Increased participation from hard to reach groups</p> <p>Increase in physical activity helping to hit the 30:30 target</p> <p>Children feeling more confident/happy and involved.</p>	<p>Children's knowledge of different sports increased.</p> <p>Increase in confidence when playing a variety of sports team and single sports.</p>
<p>Health and Sports Week developing knowledge on how to live a healthy lifestyle</p>	<p>Children experienced different sports and activities. Children took part in healthy living workshop to help understand what is needed to live a healthy lifestyle</p>	£709	<p>Children's knowledge was increased around healthy diet and exercised. Children were exposed to new sports and physical activities</p>	<p>Run this again next year to increase the awareness of healthy eating and having a healthy lifestyle.</p>

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:
Enter local competitions	Enter all competitions that are achievable to travel to. Enter a variety of different sports.	£0	Children went to a cricket tournament and played some competitive football matches. They really enjoyed the competitive aspect and want to participate in more next year.	Enter the same competitions as last year plus some different ones. Review which competitions worked best for us helping in choosing what to enter moving forward.

Signed off by	
Head Teacher:	
Date:	
Subject Leader:	
Date:	
Governor:	
Date:	