

# 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](http://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	£ 17,777
How much (if any) do you intend to carry over from this total fund into 2021/22?	£0
Total amount allocated for 2021/22	£
Total amount of funding for 2021/22. To be spent and reported on by 31st July 2022.	£

## Swimming Data

Please report on your Swimming Data below.

<p>Meeting national curriculum requirements for swimming and water safety. 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. <b>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</b></p>	Swimming cancelled due to baths having a roof collapse in June 2019, plus no reopening until covid-19, meaning no swimming at all.
<p>What percentage of your current Year 6 cohort swim competently, confidently and proficiently over a distance of at least 25 metres? <b>N.B.</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. Please see note above</p>	See above comment
<p>What percentage of your current Year 6 cohort use a range of strokes effectively [for example, front crawl, backstroke and breaststroke]? Please see note above</p>	See above comment
<p><b>What percentage of your current Year 6 cohort perform safe self-rescue in different water-based situations?</b></p>	See above comment
<p>Schools can choose to use the Primary PE and sport premium to provide additional provision for swimming but this must be for activity <b>over and above</b> the national curriculum requirements. Have you used it in this way?</p>	No (see above)

## 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.

<b>Academic Year: 2020/21</b>		<b>Total fund allocated: £17,777</b>		<b>Date Updated: July 2021</b>	
<b>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</b>					Percentage of total allocation: 3%
<b>Intent</b>	<b>Implementation</b>		<b>Impact</b>		
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:
Continue to ensure all children from Reception to Year 6 undertake physical activity on a daily basis to develop and maintain fitness and stamina.	<p>Timetabling of the daily mile to remain a non-negotiable</p> <p>Provide children with more equipment to maximise impetus to be more active.</p> <p>Training to be provided for midday supervisors to engage more children in physical activity during lunchtime recreation.</p> <p>Teachers to develop more activity during lessons to increase heart rate in short bursts.</p>		£500 (Equipment)	Up to March 2020, the daily mile served to improve children’s mental health in addition to increasing levels of activity.	<p>The daily mile is such a vital aspect of the day for children, having a range of benefits to physical and mental health. We now need to work on more children running for longer during daily mile time.</p> <p>Midday supervisor training had to be put on hold as a result of covid and will take place next academic year.</p>
<b>Key indicator 2: The profile of PESSPA being raised across the school as a tool for whole school improvement</b>					Percentage of total allocation: 51%
<b>Intent</b>	<b>Implementation</b>		<b>Impact</b>		

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:
<p>Develop even more passion for PE and school sport to encourage participation and maximum effort.</p> <p>Keep children healthy and active, improve communication, develop leadership skills, instil discipline, maximise fun and increase self-esteem.</p>	<p>Children from Year 1 to Year 6 to work with KAB's to develop leadership, communication, teamwork, love of sport and having fun.</p> <p>Year 5 children to be taught by KAB's to become play leaders to encourage younger children to become more actively involved in activities.</p> <p>Year 6 to 'buddy up' with Reception children to play lunchtime games.</p> <p>Develop Sport and PE display with updates throughout the year, including extra-curricular offer and school council activity related to PE and School Sport.</p> <p>Celebrate inside and outside of school achievements as part of whole school assemblies.</p>	£9000 (KAB's)	<p>Play leader training went ahead but implementation was a challenge due to bubbles being unable to mix as a result of covid.</p> <p>Year 6 buddies was unable to go ahead to maintain bubble integrity.</p> <p>Sports display had previously been positive and children were able to see results of competitions (pre covid). Challenge was the absence of competitions as a result of covid.</p> <p>We continued to celebrate in and out of school achievements (particularly out of school ones) during remote assemblies and in the newsletters. This is greatly enjoyed by children and staff alike and the positive impact on self-esteem is clear to see.</p>	<p>Develop Forest Schools with children across the school.</p> <p>To train a new set of children and fully implement once restrictions are lifted.</p> <p>To train a new set of children and fully implement once restrictions are lifted.</p> <p>To fill with team, intra and inter-school competition news and develop participation further.</p> <p>Develop celebrations to include competitive sports as a school. Include achievements within lessons. PE and KAB's time.</p>

<b>Key indicator 3: Increased confidence, knowledge and skills of all staff in teaching PE and sport</b>	Percentage of total allocation:
	34%

Intent	Implementation	Funding	Impact	Sustainability and suggested
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:
Improved quality of children's physical education to ensure children increase confidence and competence.  Improved role modelling of healthy, active lifestyle behaviours by all staff.  CPD programme developed to enhance teachers' skills and knowledge of various sports and teaching methodology across the school.	Hiring of specialist sports coaches to work alongside teachers and teaching assistants in a CPD capacity.  PE lead to provide updates on school sport in staff meetings throughout the year.  PE subject lead drop-ins to check skill level and offer model lessons to develop competence.  LCP Dance purchased	£6000	Dave Earnden Coaching has been very successful and we have been able to carry out much of the PE timetable ensuring bubbles are maintained. Staff have seen a different way of working and this has given them more confidence.  PE lead has been on maternity leave and, as such, this will be developed further next year.	Develop more co-coaching style in this following year to ensure skills being developed are used and enhanced under the guidance of an expert.

**Key indicator 4: Broader experience of a range of sports and activities offered to all pupils** 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:
To provide a range of sports and physical activity experiences to allow ALL children to acknowledge their strengths and realise their areas for improvement.	Hiring specialist sports coaches to offer a wide variety of curricular and extra-curricular sports clubs, including: Football, netball, archery, rugby, tennis, dance, gymnastics, handball, running, judo, multiskills, dodgeball, cheerleading	£500 depending on PP/CLA/PCLA	Covid has had a significantly detrimental effect on the ability to offer a broad range of sports and clubs as this would have been in contravention of government rules and guidelines.	This will be something we will offer in earnest as soon as we are able to do so.

<p>To allow children to make an informed choice about sport and physical activities available as part of our extra-curricular offer.</p> <p>To allow those pupils who are disadvantaged to participate in extra-curricular sport and games.</p>	<p>Ensure these prioritise PP children and less active children, then other pupils.</p>			
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Key indicator 5: Increased participation in competitive sport				Percentage of total allocation:
				9%
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:
Increase opportunities for children to apply their skills in a competitive environment, encouraging confidence and determination.	<p>Develop a programme of competitive events across the school year.</p> <p>Enter tournaments when they are being delivered (as part of Shapes SLA buy-in).</p> <p>To help organise events and tournaments within our cluster of schools.</p> <p>Create letters and risk assessments for tournaments.</p> <p>Run a competitive sports day.</p>	<p>£500 (transport costs)</p> <p>£950 Shapes SLA</p> <p>£80 (Sports day medals)</p>	<p>Inter-school tournaments have been cancelled as a result of covid-19.</p> <p>Sports day went ahead, but we were not able to have parents watching due to covid-19 restrictions.</p>	Rejuvenate competitive sport once restrictions allow this.

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