

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](#).



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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 | £ 17,777 |
| How much (if any) do you intend to carry over from this total fund into 2021/22? | £ 0 |
| Total amount allocated for 2021/22 | £ 17,753 |
| Total amount of funding for 2021/22. To be spent and reported on by 31st July 2022. | £ 17,753 |

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>Swimming cancelled due to baths having a roof collapse in June 2019, plus no reopening until covid-19, meaning no swimming for over a year. 31% of the current year 6 cohort can meet NC</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. Please see note above</p> | <p>See above comment</p> <p>31%</p> |
| <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> | <p>See above comment</p> <p>31%</p> |
| <p>What percentage of your current Year 6 cohort perform safe self-rescue in different water-based situations?</p> | <p>See above comment</p> <p>31%</p> |
| <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> | <p>No (see above)</p> |

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: £17,753 | | 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: 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: |
| Continue to ensure all children from Reception to Year 6 undertake physical activity daily 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 | <p>The daily mile served to improve children's mental health in addition to increasing levels of activity.</p> <p>The children use the playground equipment to increase their activities levels and have had equipment replaced when lost or broken. The children have become more inventive on what they can do at play times to increase their heart rate.</p> <p>Some children have suggested that they need to be more active in PE sessions and be allowed to have longer periods of time playing games.</p> | <p>With the change of staffing at lunchtime, the training for the midday supervisors has not been as good as it could have been.</p> <p>Going forward, The Daily Mile is now completed by classes at least 3x week on the days where they have not had PE.</p> <p>Focus on PE sessions being more active for more pupils.</p> |
| Key indicator 2: The profile of PESSPA being raised across the school as a tool for whole school improvement | | | | | Percentage of total allocation: 58% |
| 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: |
| <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>KABs staff to run lunchtime activities.</p> <p>Forest schools to be used from Reception upwards to improve communication, develop leadership and instil discipline. (KABs)</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> | £10350 (KAB's) | <p>The children have made progress through having KABs and there has been a marked improvement in their overall resilience in team sports. The children are enthusiastic about their KABs sessions and speak highly of the activities that they do. All children are involved in these sessions, and they are not only highly physical, but they have also developed the children's self-esteem. The lunchtime activities have meant that the children can continue to lead a healthy lifestyle at lunch times too.</p> <p>The year 6 buddies have been extremely helpful in teaching the younger children about the benefits of a healthy lifestyle. They have helped at lunchtimes but also at the EYFS sports day.</p> <p>The sports display has not been used to its full potential.</p> <p>Outside achievements have been celebrated more than internal ones as we have not returned to inter-school competitions.</p> | <p>KABs to continue next year but a fairer way to ensure that each class has equal amounts of time with the instructors.</p> <p>Continue to use year 6 buddies with Reception.</p> <p>Have more emphasis on a PE and sports display in school and update it more regularly.</p> <p>Plan what inter school competitions we are going to enter.</p> |

Key indicator 3: Increased confidence, knowledge and skills of all staff in teaching PE and sport

Percentage of total allocation:
35%

| 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 next steps: |

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| 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?: | |
| 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. Staff to wear appropriate clothing on PE days as positive role models for the children. 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. | £6300 | The staff have all ensured that they are wearing PE kit on their PE days which has had a positive impact on the children and more of them have come to school in suitable attire. Since January, PE lead has been updating staff about PE in staff meetings. | Due to PE being on maternity leave model lessons have not been used this year, but it is something to work on in the future. All KS1 and KS2 teaching staff have been involved in the CPD but there will be improvements made in the coming year so that the training received will be more sustainable in the future. |

Key indicator 4: Broader experience of a range of sports and activities offered to all pupils

Percentage of total allocation:
35%

| 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. To allow children to make an informed choice about sport and physical activities available as part of our extra-curricular offer. To allow those pupils who are disadvantaged to participate in extra-curricular sport and games. | Hiring specialist sports coaches who can offer a variety of sports. Make links with outside agencies to be able to offer PP children extra-curricular activities. | £6300 | There have not been many extra-curricular clubs on offer this year, so children have not had as many experiences as in past years. Breakfast boxercise club has been popular and could have to go ahead again since all restrictions had been lifted. | To ensure that some of the teaching staff offers an extra-curricular sports club. PE lead to re-establish links with local clubs to offer before and after school clubs. |

Key indicator 5: Increased participation in competitive sport

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: |
| Increase opportunities for children to apply their skills in a competitive environment, encouraging confidence and determination. | Develop a programme of competitive events across the school year. Enter tournaments when they are being delivered (as part of Shapes SLA buy-in). To help organise events and tournaments within our cluster of schools. Create letters and risk assessments for tournaments. Run a competitive sports day. | £500 for transport £100 medals for sports day | Competitive sports tournaments have not happened since the covid restrictions lifted. The PE lead is not long back from maternity leave so competitive sport not been pushed. We managed to run a competitive sports day for all children. The children had a good understanding of the importance of determination and confidence. | Plan the competitions we want to compete in so adequate time is given to organise and arrange. |

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