

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](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.

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	£ 1032.00
Total amount allocated for 2020/21	£ 18,879 + £ 1032.00 = £ 19,911
How much (if any) do you intend to carry over from this total fund into 2021/22?	£ 1,967
Total amount allocated for 2021/22	£ 18,740
Total amount of funding for 2021/22. To be spent and reported on by 31st July 2022.	£ 20,707

Swimming Data

Please report on your Swimming Data below.

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. 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	
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 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	Pre-top up 53% Post top up 59 %
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	Pre-top up 29% Post top up 35 %
What percentage of your current Year 6 cohort perform safe self-rescue in different water-based situations?	Pre-top up 19% Post top up 24 %
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?	Yes

Note: Swimming lessons are generally provided for Y3 pupils. 29% of children in year 6 have joined the school since swimming lessons took place in Y3.	
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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: £ 20,707		Date Updated: 25.7.22	
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					
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 increase pupil participation in physical activity.		Have adult led activities during lunch times and break time. Top up playtime boxes with quality equipment to encourage participation. Target least active children to participate - invite children to specific activities. Whole school to take part in National Skipping Day – 24 th Apr 2022.		£ 350 Equipment for PE boxes	
To encourage the start up again of the Golden Mile.		Track the time to complete the Golden Mile. Set class targets and introduce rewards.		Most children have become active during break times and dinnertime with the support of adult led activities. Most children are active for at least 30 minutes a day. Least active children have been involved in activities. We invested in more skipping ropes and all children participated in National Skipping Day – children now skip for pleasure.	
				Classes included the Golden Mile as part of their daily curriculum/time table and set class targets.	
				Change activities regularly to keep motivated and interested. Children are more likely to join in with familiar adults. As a collective team more children are likely to join in with the encouragement of	

To provide more opportunities/cross curricular activities.	Encourage Active Maths or Orienteering for cross curricular learning.		Staff have increased physical activity of children throughout the curriculum and used orienteering as a link to promote cross curricular activities.	their peers – constant promotion needed.
Ensure children are kept active during Self - isolation/quarantine.	Staff to include sporting activities as part of remote learning offer.		Children were given opportunity and guidance to remain active during self - isolation.	All staff to include websites for physical activity on their class pages.
To encourage physical activity throughout the day and promote walking to and from school.	Use assemblies and walk to school week to promote a healthier lifestyle.		More children are choosing to walk, scooter or cycle to school.	Continual promotion of healthy living choices needed.

Key indicator 2: The profile of PESSPA being raised across the school as a tool for whole school improvement

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 allocate:	Evidence of impact: what do pupils now know and what can they now do? What has changed?	Sustainability and suggested next steps:
Children should understand the benefits and importance of being physically active.	Healthy living week. Assemblies. Bike Ability. Swimming lessons. PE lessons. National Scooter Day.		Children understand how to lead a healthier lifestyle and to make healthier choices.	Children to make healthier choices and to continue to do so.
Celebrate children's sporting achievements to motivate and increase participation.	Use assemblies as a platform to promote. Local clubs to promote their sport during assemblies.		Children and parents are more aware of sports and pastimes on offer in the local area due to school promoting out of school clubs, therefore more likely to participate.	Children to be active outside school hours.

Ensure a range of after school clubs are available to both key stages. Children to be aware of what clubs are on offer both in school and the wider community.	Teachers and outside agencies to provide and promote a range of after school sports clubs.	£ 1,380 Sports Coaching	All school clubs are at capacity and more children are choosing to participate in after school sports for both key stages.	
Provide additional swimming lessons for children who do not meet the national curriculum.	Target children in Year 6. On site swimming pool for a 2 week period.	£1,600 (temporary pool hire) £ 1,671 (electrics installed for pool)	More children have met the national curriculum of swimming 25m unaided.	

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

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 increase teacher confidence, knowledge and skills teaching PE. To mentor and provide in-depth knowledge and to share good practice to deliver higher quality lessons.	Support teaching staff with specialist PE coaches to develop their skills. All staff to team teach with coaches.	£ 8,241 Sports Coaching Provision	Staff are confident and skilled to provide QFT in PE. Children are receiving higher quality PE lessons.	Monitor PE lessons and target areas for further development.
To provide staff with expert Cricket training.	Key vocabulary to be used and differentiated lessons. Chance to Shine Cricket coaches to support staff to deliver QFT in cricket. Staff Training	£ 5,382 Gymnastics Provision £300	All children have developed skills and knowledge specific to the PE curriculum. Staff to gain expert knowledge and skills to deliver QFT cricket lessons.	Further develop staff skills and knowledge to enable them to teach high quality effective lessons.

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

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:
For children to participate in cycling and to become aware of the hazards on the roads so that they can keep safe.	Year 3 and Year 4 – Bikeability. Have cycling lessons in school to prepare them for cycling safely in the local area.	(see KI 2)	More children can ride a bicycle safely and confidently. They are choosing to cycle to school and are more active.	Children to ride to school and to stay safe on the roads.
To offer child-initiated clubs to improve participation.	Sports Coaching to run a variety of after school clubs.		Children are choosing clubs that interest them, therefore more children are trying new sports which leads to an increase in participation.	Explore child voice to establish which sports they would like to see offered.
House matches to take place each term to maintain profile and provide opportunities.	Run House matches each term. (2 each term/half termly)		£ 1379 Equipment & resources.	Children are exposed to different sports and share in the experience of team sports.

Key indicator 5: Increased participation in competitive sport

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 increase pupil participation in Inter/intra competitions in all sports and sporting events.	Sport clubs and lessons to identify talented children across all sports. Target children to come to clubs and competitions.		An increase in numbers attending sports clubs and competitions.	More children participating in Sport both in school and after school.

Signed off by	
Principal:	Sarah Frater/Chris Adlington
Subject Leader:	Maria Giblin
Governor:	Sonia Cross
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