

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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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	£
Total amount allocated for 2020/21	£20,000
How much (if any) do you intend to carry over from this total fund into 2021/22?	£
Total amount allocated for 2021/22	£20,020
Total amount of funding for 2021/22. To be spent and reported on by 31st July 2022.	£19,245

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>The current year six cohort, were only able to receive part of their allocated sessions due to COVID.</p> <p>Swimming now takes place in year five in order to ensure pupils, who missed their swimming lessons due to COVID, still receive. Our current year five class began swimming on 14.9.21 and continued swimming on a weekly basis throughout the year.</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>	60%
<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>	50%

What percentage of your current Year 6 cohort perform safe self-rescue in different water-based situations?	40%
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/ 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: £20,020		Date Updated: July 2022	
<p>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</p>					Percentage of total allocation: 61%
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 pupils to have access to high quality, engaging PE lessons.	Specialist teachers were allocated to targeted year groups.		£6000	Lesson observations have shown that engagement in lessons has increased. Pupil voice has confirmed this with extremely positive comments about their lessons from pupils.	
Children to improve upper body strength.	A trim-trail was purchased for key stage one.		£5,895	English books show improvements in handwriting which is partly attributed to increasing core upper body strength. Pupil and parent voice has shown that the children enjoy using this equipment.	
Increased regular physical activity.	The whole-school took part in walk to school week.		£200	82% of pupils walked to school at some point this week. 70% walked to school 4 or 5 days a week.	
					Sustainability and suggested next steps:
					Continued high quality PE lessons. Sports apprentice to be given greater opportunity to teach PE across the school with a focus on EYFS who may have gone without physical activities due to COVID.
					Trim-trail to be utilised in lessons. Continue to stagger break and lunchtime to provide additional access to equipment.
					Children to continue to be encouraged to scoot, cycle and walk to school.

Key indicator 2: The profile of PESSPA being raised across the school as a tool for whole school improvement				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?:	Sustainability and suggested next steps:
<p>Increase opportunities and awareness of the benefits of PESSPA across the school.</p> <p>The school is focused on the benefits that healthy lifestyles have in all areas of the curriculum and overall well-being.</p>	<p>Additional MSAs who have been trained to lead engaging play through which the children have become more active and engaged at lunchtimes.</p> <p>The school was visited by an Olympian. Through this, children were provided with additional opportunities for physical activity. Work carried out focused on building children's aspirations and perseverance.</p>	£1000	<p>Larger number of adults and more engaging activities has impacted behaviour at lunchtime and the children's well-being. Children are more engaged in the afternoon lessons following a period of extended exercise. They have also shown a greater awareness in PE lessons of sportsmanship and competitiveness.</p>	<p>Continued recruitment of play leaders to support lunchtime as necessary. Raise the profile of play leaders across the school through a display. Change the vocabulary within school from MSA to play leader to reflect what is required from the role.</p> <p>Assemblies to feature sporting figures more frequently e.g. professional athletes from the local secondary school.</p>

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

To increase confidence, knowledge and skill of all staff in teaching PE and sport.	Get Set PE was purchased from EYFS-Year 6. It provides high quality lesson plans which have a clear progression of skills and knowledge both within the lesson and the unit and a whole.	£550	Lesson observations show that PE is now taught consistently across the school. Progression in skills and knowledge is evident and has had a positive impact on the number of pupils reaching age related expectations in PE.	Monitoring of implementation to continue.
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Key indicator 4: Broader experience of a range of sports and activities offered to all pupils Percentage of total allocation: 31%

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?:
Additional achievements: To increase the range of sports available in PE lessons, lunchtimes and extra-curricular activities to allow children to recognise their potential and talents in specific sporting areas.	<p>Opportunities in class and whole-school assemblies to share specific achievements.</p> <p>Purchase of a wide-range of sporting equipment to support the teaching of Get Set PE.</p> <p>Rising Stars teach a wide-range of sporting clubs across all year groups.</p> <p>Sports Day provided pupils with a wide range of activities which was supported by close-links to Nobel Secondary School.</p>	<p>£500</p> <p>£5000</p> <p>£100</p>	<p>Lesson observations have shown that engagement in lessons has increased.</p> <p>Lesson observations and the curriculum map demonstrate that pupils now access a wider range of sports.</p> <p>Pupil voice has confirmed this with extremely positive comments about their lessons from pupils.</p> <p>The number of pupils attending</p>
			Sustainability and suggested next steps: Raise the profile of extra-curricular

	<p>All pupils in year six were offered the opportunity to take part in Bikeability.</p> <p>Sports Week took place in which all pupils were provided with additional gymnastic opportunities.</p> <p>All year six pupils were offered a broad range of sports activities through the residential trip/the in-school activity week.</p>		<p>clubs has increased across the whole-school.</p> <p>The number of pupils taking part in bikeability increased with good representation (60%) of PPG and SEND.</p>	<p>clubs for both PPG children and children with SEND.</p> <p>Broaden the range of activities available during sports week and the WOW factor.</p>
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Key indicator 5: Increased participation in competitive sport				Percentage of total allocation:
				% (see Key indicator 4)
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 participation in competitive sports across the school to allow children to recognise their potential and talents in specific sporting areas.	<p>Opportunities in class and whole-school assemblies to share specific achievements.</p> <p>Purchase of a wide-range of sporting equipment to increase access to competitive sports.</p> <p>Rising Stars teach a wide-range of sporting clubs across all year groups including competitive sports.</p> <p>Sports Day provided pupils with a wide range of competitive activities. House shields have been purchased and engraved with the house names ready to be used next year.</p>	(See key indicator 4)		Increase the profile of the house system.

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

Date:	
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