

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	£0
Total amount allocated for 2020/21	£17770
How much (if any) do you intend to carry over from this total fund into 2021/22?	£17770
Total amount allocated for 2021/22	£17770
Total amount of funding for 2021/22. To be spent and reported on by 31st July 2022.	£17770

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 2021. Please see note above	79%
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	79%
What percentage of your current Year 6 cohort perform safe self-rescue in different water-based situations?	66%
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?	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: 2020/21		Total fund allocated:	Date Updated:	
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: 39.9%
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:
Encourage participation in a wide range of sports and sport clubs through Sports Week and weekly PE run by sporting professionals. All children have access to high quality resources during PE sessions with sporting professionals and teachers that is delivered during curriculum. Sport equipment is out at break times for children to access and new playground markings have been installed. All children are provided with 6 weeks of Forest School	Sports coach provides additional support and surveys children about range of activities available. Purchase of additional PE resources to support PE sessions e.g. Balls/Racquets. Sports clubs with professionals are paid for by the school to ensure all are able to access sports clubs. Further encourage use of initiatives such as the 'Daily Mile' and sport/exercise at break times.	£6752	All P.E. lessons have been widely resourced to ensure the children are able to access them. Pupils activity at lunch and break increased and children taking part in daily additional activities such as 'The Daily Mile' regularly. Positive attitudes to health and well-being are being support through P.E	Monitor physical activity levels to ensure ALL classes meet the government guidelines of at least 30 minutes a day for each child in school time. Work on developing whole school initiative to promote health and well-being through sports.
Key indicator 2: The profile of PESSPA being raised across the school as a tool for whole school improvement				Percentage of total allocation: 42.5%
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:

Use PE and sport to enable the development of life skills that are transferred to other curriculum areas, wider school and beyond. -Use P.E. teaching to aid fine and gross motor skill development. -Ensure PE and school sport is visible in the school through assemblies and display board.	-Employment of sports coaches -Continue to develop and use whole school plans and assessment -Display are updated regularly -Sport successes are celebrated	£7562	- Children are getting a wide range of sports delivered to them by a range of people -Children are familiarised with skills they are using during different sporting activities Team work has been promoted and can be seen during P.E lesson observations and talking to the children.	-Continue to work on the promotion of P.E. but introducing the children to some new sporting activities. -Celebrate P.E. (linking to well-being) through assemblies.
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Key indicator 3: Increased confidence, knowledge and skills of all staff in teaching PE and sport				Percentage of total allocation:
				14.4%
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:
- Raise the quality of learning and teaching in PE and school sport by providing support to deliver broad, balanced and inclusive high quality PE and school sport provision (within and beyond the curriculum) to raise pupils' attainment. - To encourage coaches employed to deliver the PE curriculum, to increasingly involve teaching staff supporting lessons - to increase their confidence in delivery of the subject.	-Subject Leader to attend relevant courses and to liaise with other local schools to share knowledge and expertise. -Teaching staff to observe coaches to see good practice and to build confidence. -Subject leader to lead staff meetings with staff to help with planning and ensuring full coverage.	£2562	-Increased staff knowledge and understanding All teachers able to more confidently plan, teach and assess National Curriculum PE. - More confident and competent staff evidenced through feedback and lesson observations - Increased pupil participation in competitive activities during P.E lessons, sports week and sports day - Continued progression of all pupils during curriculum PE lessons. - Pupil voice inform us that pupils enjoy their PE lessons and that pupils enjoy the variety of activities on offer during curriculum PE.	-Carryout more training for staff to continue to work on confidence with the delivery of sports and the assessing for skills. -Continue to monitor the coverage of sports and skills.
Key indicator 4: Broader experience of a range of sports and activities offered to all pupils				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:
Additional achievements: Additional achievements: Offering a range of sports clubs with sports coaches. All children to participate in Sports Day/events.		£892	Sport clubs were full and children are able to continue to practice what they have learned using new sports equipment during P.E lessons and at break times.	- To ensure clubs are being made available to all children we will offered by members of staff - Continue to refresh the range of sports offered.

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:
Sports Day Competitions within classes during PE lessons (near the end of each term) External competitions such as Tag Rugby, Cricket Festivals, Football Tournaments, Collaboration Athletics Competitions, football friendlies.	Opportunity to take part in competitive and no competitive events	£0	Children were able to take part using their skills and sportsmanship and this was share with parents	Develop opportunities to have inter school competitions in other sports/

Signed off by	
Head Teacher:	Christian Kelly
Date:	July 2022
Subject Leader:	Chris McAllister
Date:	July 2022
Governor:	Susannah Butcher
Date:	July 2022