

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 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



Details with regard to funding

Please complete the table below.

| | |
|---|---------|
| Total amount carried over from 2019/20 | £4746 |
| Total amount allocated for 2020/21 | £19,540 |
| How much (if any) do you intend to carry over from this total fund into 2021/22? | £6678 |
| Total amount allocated for 2021/22 | £9705 |
| Total amount of funding for 2021/22. To be spent and reported on by 31st July 2022. | £16,383 |

Swimming Data

Please report on your Swimming Data below.

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| <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>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 2020.</p> <p>Please see note above</p> | 64% |
| <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> | 64% |
| <p>What percentage of your current Year 6 cohort perform safe self-rescue in different water-based situations?</p> | 64% |
| <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> | 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: 2021-2022 | Total fund allocated: £7000 | 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: 43% |
| 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: |
| <ul style="list-style-type: none"> - To improve the consistency and quality of the opportunities for physical activity. - To further increase the provisions available for children during their active play. - To inspire regular activity by revamping our daily mile/activity strategy. - To increase physical activity levels in children both in and out of school. - To develop relationships with outside sport clubs to further increase participation in physical activity. | <ul style="list-style-type: none"> - 'Equipment purchased and available to sports coaches to use throughout the day and at break/lunch time - Play leader training provided for teaching and support staff. - PE Lead to work with the PE uniform provider to ensure it is available to every student. - Spare kit purchased and available to those who do not have any. | £6000 additional funding has been handed to this key indicator due to the additional equipment required and the catch up swimming lessons. | | <ul style="list-style-type: none"> - PE staff to provide training for other teaching and support staff. |

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| <ul style="list-style-type: none"> - To maintain a high percentage (95%) of children participating in PE lessons (school wide). - Additional catch up swimming lessons for those children who have not met the NC requirements | | | | |
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| <p>Key indicator 2: The profile of PESSPA being raised across the school as a tool for whole school improvement</p> | <p>Percentage of total allocation: 18%</p> |
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| Intent | Implementation | | Impact | |
|---|--|--|---|---|
| <p>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:</p> | <p>Make sure your actions to achieve are linked to your intentions:</p> | <p>Funding allocated:</p> | <p>Evidence of impact: what do pupils now know and what can they now do? What has changed?:</p> | <p>Sustainability and suggested next steps:</p> |
| <ul style="list-style-type: none"> - To implement an initiative promoting a healthy lifestyle for all pupils, parents and staff. - Develop an ethos of shared responsibility across the school in PE, SS, and PA. - To further raise the profile of SS within the school. - To implement a more holistic approach to PE, focusing on the cognitive and emotional aspects, as well as the physical. - To use SS as a vehicle to improve all children's behaviour. | <ul style="list-style-type: none"> - Utilize the SSP and TPSFA, to attend a variety of sport competitions. - Parent workshops to be provided, with support from nutritional experts. - Assemblies related to healthy lifestyles presented to all children. - CPD offered to all staff to ensure they are competent in the holistic approach to assessment of <i>"head,heart,hands"</i> - A strong emphasis on learning behaviours to be made in the team selection process. - Regular meetings between | <p>£3,000 [Including SSP membership]</p> | | |

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| <ul style="list-style-type: none"> - To improve the cross-curricular links between PE and other core subjects. | <p>the PE lead and curriculum lead, to maximise cross-curricular links.</p> <ul style="list-style-type: none"> - Utilize the ROH project to strengthen subject links. | | | |
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| Key indicator 3: Increased confidence, knowledge and skills of all staff in teaching PE and sport | | | | Percentage of total allocation: 15% |
|--|---|---------------------------|---|---|
| Intent | Implementation | | Impact | |
| <p>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:</p> | <p>Make sure your actions to achieve are linked to your intentions:</p> | <p>Funding allocated:</p> | <p>Evidence of impact: what do pupils now know and what can they do now? What has changed?:</p> | <p>Sustainability and suggested next steps:</p> |
| <ul style="list-style-type: none"> - To share PE knowledge and examples of good practice to all teaching and support staff. - Encourage the involvement of teaching and support staff in leading extra-curricular clubs to gain confidence. - To implement areas for development agreed by PE lead and the observer from PE Train. - To maintain and develop the high quality PE lessons | <ul style="list-style-type: none"> - Staff to sign up to Real PE to familiarise themselves with the skills being taught. - PE Train subject review day to take place in Summer One to ensure actions have been completed. - CPD provided to all staff in the niche sports now delivered. | <p>£2383</p> | | |

| <p>delivered to the children by all teaching staff.</p> <ul style="list-style-type: none"> - To ensure staff are competent in delivering an updated and broader curriculum. | | | | |
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| <p>Key indicator 4: Broader experience of a range of sports and activities offered to all pupils</p> | | | | <p>Percentage of total allocation: 24%</p> |
| <p>Intent</p> | <p>Implementation</p> | | <p>Impact</p> | |
| <p>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:</p> | <p>Make sure your actions to achieve are linked to your intentions:</p> | <p>Funding allocated:</p> | <p>Evidence of impact: what do pupils now know and what can they now do? What has changed?:</p> | <p>Sustainability and suggested next steps:</p> |
| <ul style="list-style-type: none"> - To implement a mastery curriculum, introducing children to a number of new and niche sports. - To provide the children with a wide variety of extra-curricular clubs. - To increase the enrichment opportunities available for children. - To ensure all children develop a love for sport in some capacity. | <ul style="list-style-type: none"> - Staff members to be encouraged to participate in clubs and champion sport. - Links with local and professional clubs to increase awareness of events. - Sports coaches to deliver a range of after school clubs to all year groups. | <p>£4000</p> | | |

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| <ul style="list-style-type: none">- To increase children's awareness of the sporting world and raise the profile of these. | | | | |
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| Key indicator 5: Increased participation in competitive sport | | | | Percentage of total allocation: |
|---|---|--------------------|--|--|
| | | | | 6% |
| 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: |
| <ul style="list-style-type: none"> - To provide every child with the opportunity to represent the school in a sporting competition. - Emphasis the significance of children representing their school in a sporting competition. - Further develop the life skills of teamwork, comradery, resilience etc. - Participate in competitions which cater for a variety of different children. - Celebrate achievement in sport, both in and outside of school. | <ul style="list-style-type: none"> - The new TSSP format means a variety of events cater for all abilities and all children (compete, develop, participate, and for all). - Achievement assemblies to highlight the teams and all players involved. - An academy wide award night at the end of the year. - Use the school's core value (improve upon your best) to develop life skills associated with sport. - All achievements published on the school's media platforms. | £1000 | | |

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

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| Date: | |
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