

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 July 2021. To see an example of how to complete the table please click [HERE](#).

Created by:



Supported by:



Details with regard to funding

Please complete the table below.

| | |
|---|---------|
| Total amount carried over from 2019/20 | £0 |
| Total amount allocated for 2020/21 | £16,800 |
| How much (if any) do you intend to carry over from this total fund into 2021/22? | £0 |
| Total amount allocated for 2021/22 | £16,711 |
| Total amount of funding for 2021/22. To be spent and reported on by 31st July 2022. | £16,711 |

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>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 2022.</p> <p>Please see note above</p> | 83 % |
| <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> | 92 % |
| <p>What percentage of your current Year 6 cohort perform safe self-rescue in different water-based situations?</p> | 100 % |
| <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 with an additional 16 hours teaching provided for KS2 pupils |

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: | Date Updated: | | |
|--|--|---|--|--|--|
| <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: | |
| | | | | % | |
| 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 promote a healthy lifestyle in school, understanding the importance in promoting long-term health and well-being. Providing targeted activities or support to involve and encourage the least active children Encouraging active play during break times and lunchtimes. Establishing, extending or funding attendance of school sports clubs and activities and holiday clubs, or broadening the variety offered. | <ul style="list-style-type: none"> Every child can access two quality hour-long P.E. lessons weekly (at least one each term by external sports coach) as well as at least two after school clubs that are sports related. Provide new resources to help teach PE and sport more effectively School day revolves around 2x 15-minute breaks and at least ½ hour at lunchtime. Extending swimming sessions and amount of sessions. Forest school sessions – ½ a school day for children to be outside, sometimes with a local walk around the area. Cross-curricular teaching through Science and D&T, to implement healthy lifestyle choices. | <p>£8190.00 – CPD Sports Coach Lessons.</p> <p>Subsidised access to clubs £462.00</p> <p>£500 new equipment</p> <p>£1,489.00 – Swimming extension.</p> <p>£ 5,938 – Forest School Lead salary based on 3 afternoons per week.</p> | <ul style="list-style-type: none"> Each and every child accesses at least two quality P.E. sessions a week. New resources purchased to help effectively teach P.E., forest school and Fun fit. Swimming sessions effectively changed the lives of children – especially those of the younger ages as some had not swam previously or rarely due to COVID19 pandemic. | <ul style="list-style-type: none"> Continuation of quality teaching – through teachers and coaches. New resources available to purchase when possible. Swimming and forest school to continue into the next year. | |
| | | | | Percentage of total allocation: | |

| 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 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 promote a healthy lifestyle in school, understanding the importance in promoting long-term health and well-being. Encouraging active play during break times and lunchtimes. Encouragement of physically active in classrooms and other opportunities to be active – Forest School, Gardening, Local walks etc. | <ul style="list-style-type: none"> Use of activities and resources from a wider range of sources – Primary Premier League Stars, ECB, British Gymnastics etc and much more. S.L. to promote healthy living by researching and utilising offers by above and other wider sources. Children encouraged active play by getting equipment out for different break times where possible. | £800 – One hour per week TA provision during lunchtimes – promoting healthy activity challenges | <ul style="list-style-type: none"> Wider resources used – Chance to shine cricket coaches have been used, Bike ability, PL Stars resources etc. Children understand the healthier lifestyle through cross curricular lessons and promotion of a healthy living. Active play is encouraged and promoted. | <ul style="list-style-type: none"> Active play encouragement needs to be upped and continued to ensure children achieve 60 minutes of play a day. |

| Key indicator 3: Increased confidence, knowledge and skills of all staff in teaching PE and sport | | | | Percentage of total allocation: |
|---|--|--------------------|--|--|
| | | | | % |
| 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"> • Subject Leader to attend courses to up-skill his own knowledge and understanding so he can confidently disseminate to all staff, therefore increasing their knowledge and confidence. • Subject knowledge to be developed by teachers by observations and staff meetings. | <ul style="list-style-type: none"> • Teachers to observe Sports Coach, to develop their personal skills and knowledge in P.E. • Enrolled in the locally delivered PE courses and cover provided as required. • Liaised with SLT to ensure staff meeting time was allocated to disseminate to staff. • Provided cover so SL could team teach/observe all members of staff at least once. | <p>£255 – P.E. Conference + Cover</p> <p>£600 - Cover to monitor staff delivery by SL.</p> | <ul style="list-style-type: none"> - P.E. Subject Leader attended and completed multiple in person and online P.E. CPD. - Teachers watch, learn from, and observe coaching staff in P.E. lessons. | <ul style="list-style-type: none"> - Dissemination to staff could be increased. - Wider CPD opportunities in lesser sports. |
|--|---|--|---|---|

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

| 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"> • Children are given a broader range of sports activities and outdoor education (including Forest School). • Children from Year 2 – Year 6 have opportunities for broader experiences in residential. | <ul style="list-style-type: none"> • Through use of our Sports Coach and their company (Express Coaching) to provide wider opportunities in P.E. (activities such as Wheelchair basketball etc) • SGO to supply variety of equipment and activities to support P.E. Lead in providing broader experiences. • Residential offer wider opportunities for activities and sports. | <p>£1,177 - Subsidised outdoor and adventurous activities via residential – cost of additional instructors</p> | <ul style="list-style-type: none"> - All children get the chance to have a broader experience in a range of sports. - ALL Y2+ children have access to residential to experience activities they may not have in their wider lifestyle. - Children get to explore outdoor learning further in forest school. | <ul style="list-style-type: none"> - Wider opportunities via Express Coaching for broader chances to experience different sports. |

| Key indicator 5: Increased participation in competitive sport | | | | Percentage of total allocation: |
|--|---|------------------------------|---|---|
| | | | | % |
| 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"> Develop teaching approaches to enable the building children's enjoyment, knowledge, and skills within P.E. (and outdoor education inc. Forest school) Develop and instil excellent sporting attitudes into children. Allow children to have the opportunity to compete in competitive sport. | <ul style="list-style-type: none"> SL to provide wider school P.E. opportunities including participation in school competitions with schools in the local area. Liaising with the School Games Organiser. Teachers to use Sports Coach's skills and knowledge to help implement and develop their own skills. Every child can access two quality hour-long P.E. lessons weekly (at least one each term by external sports coach) as well as at least two after school clubs that are sports related. | See funding allocated above. | <ul style="list-style-type: none"> Subject leader has gained vital CPD from attending and completing courses. Liaised with SGO to try to get more opportunities in school. Developed wider opportunities for various sports to instil better sporting attitudes. | Develop further opportunities to compete in competitive sports outside of school. |

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| Signed off by | |
| Head Teacher: | |
| Date: | |
| Subject Leader: | Joe Trickey |
| Date: | 20/08/2022 |
| Governor: | |

| | |
|-------|--|
| Date: | |
|-------|--|