

# 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](http://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	£18,140
How much (if any) do you intend to carry over from this total fund into 2021/22?	£7,111.55
Total amount allocated for 2021/22	£18,130
Total amount of funding for 2021/22. To be spent and reported on by 31st July 2022.	£25,241.55

## 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><b>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</b></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><b>N.B.</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>	97%
<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>	97%
<p><b>What percentage of your current Year 6 cohort perform safe self-rescue in different water-based situations?</b></p>	97%
<p>Schools can choose to use the Primary PE and sport premium to provide additional provision for swimming but this must be for activity <b>over and above</b> the national curriculum requirements. Have you used it in this way?</p>	Yes/ <b>No</b>

## 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:			
<p><b>Key indicator 1:</b> 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: 29.69%		
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:	Sustainability and suggested next steps:	
Engage all pupils in extra – curricular physical activity <i>within</i> the school day.	Children will have 30 minutes of active play at lunch times, including dance. Play equipment and opportunities provided with support from sports coaches.	£5,387.26	We were able to maintain as much sporting activity as possible and all children who were in school were given access to quality PE throughout the pandemic, including 30 minutes at lunch time.	Continue to use sports club providers and to think about how we can introduce more competition, especially for ks1.	
Continue to provide extra-curricular opportunities for children to be active outside of the school day by continuing to work with our external clubs.	Children given opportunities to develop skills learnt in their PE lessons at lunchtime, including hockey and basketball.		After school sports clubs provided throughout the pandemic.	Run forest school for every class.	
Development of physical activity across the school day.	Maintain the number of before, after and lunchtime school sports clubs.  Increase physical activity and sporting experiences throughout the day:				Include an extra 10 minutes of daily exercise in addition to what we already do.
Whole school competitive sports day (See Key Indicator 5 – increased participation in competitive sports)	Resources and equipment to develop physical activity in the outdoor area.  Introduce forest school within the school grounds.			Children who attended forest school spoke of how it has helped their mental wellbeing as well as learning new, outdoor skills.	

Key indicator 2: The profile of PESSPA being raised across the school as a tool for whole school improvement				Percentage of total allocation: n/a
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:	Sustainability and suggested next steps:
<p>The children understand the importance of PE and sport so they know why leading a healthy and active lifestyle is important. PE and sporting achievements will be celebrated and nbe seen as an important aspect of school life.</p> <p>Pupils are encouraged to participate in competitions and be given coaching to help them succeed.</p> <p>Hosting events at school to encourage participation.</p> <p>Rugby coaches teaching rugby and literacy.</p>	<p>Quality coaching throughout the school day, including a wide variety of lunchtime and after school clubs.</p> <p>Develop a 'Sporting Achievements' notice board with photographs of children. Tweet and Facebook for parents and wider community.</p> <p>Achievements recognised in assembly, on the school website, Twitter and Facebook.</p> <p>Effective coaching and support to all children who would like to take part in competition.</p> <p>Tournaments and competitions – inter and intra school.</p> <p>Build on existing practice and extend provision further.</p> <p>Engaging families by keeping active at home during the pandemic. This was done by sharing challenges from our</p>	£n/a	<p>Coaches and teachers support all children during lessons, lunchtime and after school clubs so all children have the opportunity to be active during the school day.</p> <p>We will monitor uptake during the next academic year using online surveys as this year was interrupted with the pandemic.</p> <p>Children at home continued to stay active during the pandemic by participating in online lessons, sports coaches challenges and a morning 'Wake Up Shake Up' before our celebration assembly.</p>	<p>Start to once again introduce competition when it is deemed safe to do so.</p> <p>Recognise all achievements and participation in assemblies.</p> <p>Introduce sports leaders to support our active day – use our sports coaches to help develop the skills of the leaders.</p> <p>Allow more KS1 children to compete.</p> <p>Whole school activity – Wake Up Shake Up style.</p>

	coaches, online lessons and sharing ideas that families and children can do at home to stay active.			
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Key indicator 3: Increased confidence, knowledge and skills of all staff in teaching PE and sport				Percentage of total allocation:
				% n/a
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:	Sustainability and suggested next steps:
Focus on teacher confidence in teaching dance and gymnastics with support and guidance from qualified coaches in the above disciplines. Offer additional training and support when and where it is available.	Unable to complete due to class bubbles. Coaches were unable to offer training as we had to change how we used the coaches during the pandemic.	£N/A	N/A	<p>Ongoing support for staff – those new to teaching and new to year groups.</p> <p>New to teaching and year group will become more confident in teaching PE.</p> <p>Lesson monitoring to ensure consistency of taught lessons and teaching across the school.</p>

Key indicator 4: Broader experience of a range of sports and activities offered to all pupils				Percentage of total allocation: 31.48%
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:
Continue to develop the teaching of a variety of sports by using qualified coaches, including: hockey, basketball, cricket, athletics and tennis. (In addition to increased competition and training support, lunchtime activities and before/after school activities)  Purchase and repair equipment.	Coaches to offer a variety of after school sports to encourage children to be active after school (limited due to covid restrictions)  Coaches to deliver plans, introduce and teach each sport/activity to all classes.  To make sure all equipment is safe to use.	(Indicator 1 £5,387.26)  £68.88	Children were offered many sporting opportunities and experiences within their class bubbles.  Children encouraged to be active during play.  Lessons taught safely with appropriate equipment, allowing participation without barriers.	Teaching to be monitored and supported through observation and feedback.  Promote children to take part in clubs now the covid restrictions are no longer in place.  Continued and ongoing equipment audits and checks.  We will use money carried over from this academic year to fund a variety of sporting experiences for the children, including outdoor and adventurous activities such as kayaking, archery, climbing and skiing/winter sports. This will be in combination with our whole school promise to our children.

Key indicator 5: Increased participation in competitive sport				Percentage of total allocation:
				See Key Indicator 1. (29.69%)
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:
Focus on level 1 competition and increase participation.  Whole school sports day within our class bubbles.  Teacher cover to allow them to take children to sporting events and competitions.  Purchase sports kits - football	Audit number of level 1 competitions each year.  All classes competed in a whole school competitive sports day. Children were able to compete in running, throwing and jumping events.  Teams dressed appropriately so that children are smart and easily identified.	See above. Key indicator (£5,387.26)  Our sports coaches help run sports day and supervise children at sporting events.	Competitive events were cancelled due to Covid19.  Children were able to experience whole school competition through our sports day.	Begin to introduce competition when it is safe to do so.

Signed off by	
Head Teacher:	Tessa Farr
Date:	4th September 2021
Subject Leader:	LMoss
Date:	29.08.2021
Governor:	T&L Governors
Date:	21 <sup>st</sup> October 2021