

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	£5000
Total amount allocated for 2020/21	£17,690
How much (if any) do you intend to carry over from this total fund into 2021/22?	£0
Total amount allocated for 2021/22	£17,650
Total amount of funding for 2021/22. To be spent and reported on by 31st July 2022.	£17,650

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 2020. Please see note above	N/A
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	N/A
What percentage of your current Year 6 cohort perform safe self-rescue in different water-based situations?	N/A
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?	N/A

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: £17,650	Date Updated: 1.7.22	
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:
				62%
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:
All pupils to make progress in each lesson/unit/year.	PE resource audit and new PE equipment bought providing a good range of quality PE equipment.	PE equipment - £600	PE equipment audit – staff have the correct and enough equipment to teach the new scheme of work.	All children will access 2 hours of high quality PE using high quality equipment.
Development of their fundamental skills and movement to help develop fine and gross motor skills.	Buy play dough in tubs for the children to do dough disco.	Playdough - £200	Evidence shown during PE sessions and in children's writing, teacher feedback and learning walks. – Childrens fine and gross motor skills will improve	All pupils take part in physical activity every day through wake and shake and the daily mile.
Children to be more active throughout the school day during curriculum time	Whole school wake and shake for 15 minutes every morning. Ensure daily mile is part of the daily timetable			Increase number of pupils physically active at playtimes.
Children to be more active during lunchtimes and playtimes.	Employ a play leader for lunchtimes	Play leader – See below	Equipment audit – good quality outdoor equipment.	Sporting afterschool clubs have been reintroduced since COVID
All children are more active during the school week	Audit and buy new playground equipment for lunchtimes.	Play time sports equipment - £400	Teacher/MDMs/Pupil feedback – children will be more active during lunchtimes and playtimes	<u>Next steps</u> Develop more active lunchtimes – continue training for MDMS Continue to target less active pupils in school to become more active and healthy - lunchtimes.

Children to have the opportunity to try a range of different sports and become more active. Children will be able to develop new skills and have links to local sport clubs.	Develop opportunities for outdoor PE lessons/lunch time/ play time sporting activities	Outdoor sport equipment and storage - £9000	After school register – children be more active out of school hours	Re-introduce play leaders from the junior school. Introduce a range of sporting afterschool clubs – yoga, multi sports, football, dance
	Reintroduce sporting afterschool clubs. Promote and encourage children to take part in after school clubs and local sport clubs – leaflets and assemblies Advertise the afterschool clubs on the school website and newsletters.	Bike helmets - £280 Afterschool clubs - £ 500		

Key indicator 2: The profile of PESSPA being raised across the school as a tool for whole school improvement

Percentage of total allocation:
7%

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:
Celebration assembly every week to ensure the whole school is aware of the importance of PE and Sport and to encourage all pupils to aspire to being involved in the assemblies. Engage children in a range of physical activities at lunchtime.	Achievements celebrated in assembly. Different classes to perform dance/gymnastics displays which they have learnt for cluster festivals Display children's achievements on a display board. Different activities to be available at lunchtimes for the children to participate in. Buy new resources for lunch times.	N/A Equipment – as above	Festivals and competition display board, photographs, assemblies, children feedback – Children now have a greater sense of pride in their sporting achievements and have opportunities to celebrate them Play leader planning, teacher and MDMS feedback. Children have access to experience different sporting activities. The children also have opportunities to take on leadership roles	Raise the profile of PE and sport in the school with children and staff. Children share their sporting achievements increasing positivity towards sport Parents aware of sporting achievements. Increase number of pupils taking part in daily exercise Increase number of pupils being active at lunchtime.

Children to be more active throughout the school day.	Employ a lunchtime playtime leader – 1 sessions a week	Play leader – £1000 CPD - £100	Staff feedback, pupil feedback, lesson observations – Children learn through more active lessons. Children have different active activities throughout the day.	<u>Next steps</u> Continue to develop lunchtime activities – MDMS training/bank of resources/activities
	Training for MDMS for ideas and activities to do during lunchtime			Target less active children during lunchtimes
	Whole school wake and shake for 15 minutes every morning.			Introduce more intra competitions within school
	Whole school do daily mile every day.			Increase opportunities for pupils to self-assess and set personal targets during PE lessons

Key indicator 3: Increased confidence, knowledge and skills of all staff in teaching PE and sport				Percentage of total allocation:
				12%
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:
Higher standards in PE lessons throughout school and ensuring progression throughout the whole school.	Analysis data so that impact can be measured over time.	Subscription/CPD for new PE scheme - £1995	Learning walk, data analysis, work scrutiny, termly assessment, Teacher feedback – Teachers have a clearer understanding of progression of skills throughout the school.	All staff will be supported to feel confident to deliver PE and Sport both within and outside the curriculum.
Develop skills and knowledge of all staff when assessing, planning and delivering lessons.	Staff training on new assessment tool for assessing 'Real PE'		lesson observations, pupil feedback, photographs, Staff feedback from learning work – Staff are more confident in teaching new scheme of work and good understanding of progression of skills	Staff will work together and share good practice, which will lead to better confidence all round.
Opportunities to improve and develop team building skills, self-assessment, listening and communication skills.	Training on new scheme of work – Real PE for Subject leader.			
	Introduce new Real PE scheme to members of staff			
	Introduce new progression of skills across the school linked to 'Real PE'			Children will have chance to experience and develop a range of new skills.

Increase engagement and enjoyment of children in lessons. Enhance and develop teacher's skills in teaching different sports – creating high quality PE lessons for the children.	Staff training CPD/staff meetings – how do use and deliver 'Real PE' lessons. PE learning walks throughout the school year - Monitor assessment & lesson planning.		All staff to be confident and competent to teach a range of activities in PE. Pupil feedback, teacher feedback	Staff will feel more confident to assess in PE and identify areas of weakness in their class. <u>Next steps</u> Audit staff strengths and weakness when teaching new Real PE scheme. To train staff in using Real PE dance and Real PE gym.
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Key indicator 4: Broader experience of a range of sports and activities offered to all pupils	Percentage of total allocation:
	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:
Children will have experiences and opportunities to take part in a range of PE activities.	Staff training CPD – courses and INSET day/Twilight. All staff to work alongside coaches to develop their skills in teaching different sports Children take part in weekly yoga sessions Book free taster sessions from local sports club – All stars Cricket Assembly and newsletters to promote afterschool clubs and sporting events.	CPD - As above Yoga –£1000 Yoga mats - £330	planning, teacher feedback, pupil feedback – The children will have the opportunity experience a range of different sporting activities such as yoga, cricket, rugby. photographs, pupil/teacher feedback. club registers – The children will	Staff will work together and share good practice which will lead to better confidence all round and more staff keen to get involved thus ensuring the extra activities will not only continue but there will also be an expansion. The school is no longer dependent on 'experts' coming in to teach PE and Sport as staffs are more confident and keen. Reintroduced sporting afterschool club after COVID.
Children will have opportunities to try new	Book sporting afterschool clubs	After school clubs -	opportunities to experience different	

sports in after school clubs Children will take part in a range of different sporting festivals and competitions.	Promote and encourage children to attend afterschool clubs through assemblies, newsletters and the school website. Affiliate to the SSP to access a broad range of festivals. Children take part in a range of PE festivals and competitions within school due to Covid-19 restrictions.	As above Part of Infant package – see below	sporting activities afterschool. Festival/competition registers – The children will have the opportunities to compete against other children and learn different skills. photographs, pupil/teacher feedback	Increase number of pupils attending inter competitions and festivals <u>Next steps</u> Introduce more sporting afterschool clubs – yoga, football, multi sports, dance etc Develop more local school club links.
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Key indicator 5: Increased participation in competitive sport				Percentage of total allocation:
				14%
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:
Children have opportunities to compete within school and with other children Children will feel part of a team. Children will have the opportunity to try a range of different sporting activities. Children are engaged and motivated to be physically active during lunchtime. Gives children opportunity to create their own games, work together and improve their PE skills. Children feel a sense of achievement when taking part in lunchtime activities. Children will develop skills in competitive sports.	PE coordinator attend PLT meeting to organise events for intra school competitions and events. Children to take part in a range of PE festivals with other children in school. Plan and organise sports day Continue to employ a lunchtime playtime leader – 1 sessions per week Work with playtime leader/MDMS to organise and plan activities. Training for MDMS for lunch time activities Plan competitive activities within the school calendar.	Infant package - £2000 As above Part of Infant package	Festival/competition registers/Photographs - The children have had opportunities to compete against other children from other schools. They get to experience different sporting competitive events. Play leader planning, photographs – The children are now becoming more active at lunch times. Observation, play leader feedback – The children begin to develop leadership skills feedback, observations – The children have the opportunity to experience different sports and learn new skills.	Increase of pupils attending inter competitions and festivals Pupils develop team building and working together skills. All children take part in intra competitive activities and events. <u>Next steps</u> More pupils taking part in inter school competitions/festivals Plan for more intra school competitions to take place through the year.

Signed off by	
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Date:	1.7.22

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Supported by:



Subject Leader:	L Potter
Date:	1.7.22
Governor:	K Wood
Date:	10.7.22