

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](#).



Details with regard to funding

Please complete the table below.

| | |
|---|-----------|
| Total amount carried over from 2019/20 | £0 |
| Total amount allocated for 2020/21 | £17030 |
| How much (if any) do you intend to carry over from this total fund into 2021/22? | £0 |
| Total amount allocated for 2021/22 | £16950.00 |
| Total amount of funding for 2021/22. To be spent and reported on by 31st July 2022. | £16950.00 |

Swimming Data

Please report on your Swimming Data below. Data for children who left school in July 2021

| | |
|--|--------------------------------------|
| <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> | We began swimming again in June 2021 |
| <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> | 60% |
| <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> | 60% |
| <p>What percentage of your current Year 6 cohort perform safe self-rescue in different water-based situations?</p> | 60% |
| <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> | 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: 2021/22 | | Total fund allocated: £16950.00 | | Date Updated: Sep 2021 | |
|---|---|---------------------------------|---------------------------|------------------------|--|
| Key indicator 1: The engagement of all 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: %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 now do? What has changed?:</p> |
| <p>Fundamental key skills in EYFS/KS1- balance, agility and coordination.</p> | <p>Use of specialist session and focus in continuous provision. Purchase of specialist climbing equipment and bikes etc for Nursery and Reception children.</p> | | <p>£1500</p> | | <p>Children will improve balance, agility and coordination. Impact on physical development- improving pencil control.</p> |
| <p>Daily supermovers and Go noodle slots in lessons to maintain physical activity throughout the day.</p> | <p>Supermovers are easily accessible, they offer a brain break but also aerobic dance movement.</p> | | <p>Nil</p> | | <p>Health and well being improves. Brain breaks improve concentration.</p> |
| <p>Active playtimes lead to positive behaviour and re-energerised children.</p> | <p>Purchase and replace climbing equipment and playtime boxes so children have access to physical games.</p> <p>Purchase specific equipment eg rugby goals to promote PE and broaden the variety of games taught.</p> | | <p>£1000</p> | | <p>Fewer incidents of poor behaviour. Children become familiar with a range of different games and skills.</p> |
| | | | | | <p>Sustainability and suggested next steps:</p> |
| | | | | | <p>Staff are supported in knowledge and experience for future.</p> <p>Becomes embedded and usual practice.</p> <p>Becomes embedded and usual practice.</p> |

| Key indicator 2: The profile of PESSPA being raised across the school as a tool for whole school improvement | | | | Percentage of total allocation: |
|--|---|--------------------|---|--|
| | | | | %35 |
| 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 to enjoy physical activity, improve their skills and maintain healthy active lifestyles. Children learn the skills needed and rules for a variety of sports. | Promote PE and physical activity at playtimes and at home. Using the Go Well project and Healthy Heart Skipping challenges. Use of SLA with Education Enterprise to teach high quality PE sessions. | £6000 | Children will become fitter and healthier young people. Children will become successful sports people and develop a love of sport as a player and spectator. | Maintain the level of interest through social media and parental support. |
| Key indicator 3: Increased confidence, knowledge and skills of all staff in teaching PE and sport | | | | Percentage of total allocation: |
| | | | | %35 |
| 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 teaching staff to be confident in the delivery of high quality PE sessions. | Specialist coaches from Education Enterprise deliver some sessions. Swimming is delivered by the swimming coach at St John's- feeder secondary school. The Headteacher delivers sessions of the PE taught in school. | £ 6000 | Consistent high quality PE taught in all key stages. Staff are upskilled to deliver in all key stages. | Staff are highly skilled in the delivery of PE. Support staff shadow the HT and specialist coaches. |
| Key indicator 4: Broader experience of a range of sports and activities offered to all pupils | | | | Percentage of total allocation: |

15%

| 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: |
| <p>Additional achievements:</p> <p>After school subsidy for Sports clubs: these include hula hooping/ football/ archery/ multi skills.</p> <p>Subsidy for activity camps in the holidays.</p> <p>Specialist focus weeks and workshops eg Big Walk/ Brake Walk/ Health week etc.</p> <p>Access to festivals with other schools: Rugby/ Boccia/ Curling etc.</p> <p>Cricket package- All Stars</p> | <p>Use of specialist coaches to ensure good quality skills taught.</p> <p>Use of school facilities and the premium to support disadvantaged access sporting activity in the holidays.</p> <p>Buses to transport children to events</p> <p>Target specific families.</p> | <p>£1000</p> <p>£500</p> <p>£1000</p> <p>£400</p> | <p>Increased attendance at after school clubs. Analysis of groups attending...?</p> <p>Publicise and record events on social media.</p> | <p>Consider further subsidy of clubs to attract more children.</p> |

| Key indicator 5: Increased participation in competitive sport | | | | Percentage of total allocation: |
|---|---|-----------------------|--|--|
| | | | | % Part of 35% listed above |
| 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 to access leagues/ festivals with local schools and intra school competitions. | Attend and enter festivals through the SLA with Education Enterprise. | £ Accounted for above | Children will access and enjoy newer sports. Children will achieve well in sporting competitions. Some children may be selected to join clubs outside of school. Greater participation in club sports eg cricket/boxing. | |

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