

Evidencing the impact of the Primary PE and sport premium

Website Reporting Tool

Revised July 2021



Commissioned by



Department
for Education

Created by



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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.

How much (if any) was carried over into 2021/22?	£13,344
Total amount allocated for 2021/22	£17,250
Total amount of funding for 2021/22. To be spent and reported on by 31st July 2022.	£30,594

Swimming Data

Please report on your Swimming Data below.

Meeting national curriculum requirements for swimming and water safety.	We complete our national curriculum swimming requirements during Year 3. This provision was interrupted due to the pandemic last year. To address this, both Year 3 and Year 4 had intensive swimming sessions twice a week during Spring Term (1) 2022.
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.	26% [Assessed in Year 3 pre pandemic]
What percentage of your current Year 6 cohort use a range of strokes effectively [for example, front crawl, backstroke and breaststroke]?	26% [Assessed in Year 3 pre pandemic]
What percentage of your current Year 6 cohort perform safe self-rescue in different water-based situations?	26% [Assessed in Year 3 pre pandemic]
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?	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: 2021/22		Total fund allocated: £30,594		Date Updated: 22.07.22	
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: 19%
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?:	
Increase children's engagement in physical activity during lunch times on the field – self-directed physical activities.	<ul style="list-style-type: none"> Purchase new school goals – two pitches (doubling capacity) Purchase fixed outdoors table tennis table and associated equipment Installation 		£3,960	Increased numbers of children engaged in physical activity on the school field. Equipment in consistent use Two football pitches allow older and younger children to play football at the same time. Also allows football club to run at lunchtime and those not in club to still access football opportunity. Children not previously engaged in physical activity are excited by opportunity of table tennis and observed to participate. Some have discovered skills they didn't know they had!	
Increase children's engagement in physical activity during lunch times on the field – adult directed activities.	<ul style="list-style-type: none"> Coach led lunchtime sports clubs for KS1 and KS2 		Partially included in Sports Partnership affiliation fee plus £1,920	Increased number of children taking part in structured sports coaching during lunchtime sessions throughout the year.	
				<ul style="list-style-type: none"> Clear rotas for use of equipment drawn up and displayed for each term Supervising staff encourage all children to participate 	
				<ul style="list-style-type: none"> Continue with coach led lunch clubs for both KS1 and KS2 Year 6 sports ambassadors trained as play leaders to deliver focused active 	

				sessions for younger children
Key indicator 2: The profile of PESSPA being raised across the school as a tool for whole school improvement				Percentage of total allocation: 11%
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:
Raise the profile of PESSPA through sharing information about inspiring sportsmen and women who are positive role models for our community.	<ul style="list-style-type: none"> Central sports and PE display and class displays feature two inspirational sportspeople associated with the term's sport. Ensure representation of all backgrounds and abilities. Aaron Phipps (gold medal winning Paralympian) visit to inspire and motivate children 	N/A Part of sports affiliation (£3,500)	Children have increased awareness of a range of athletes from different backgrounds. Teachers able to refer to achievement of our key athletes during major sporting events – e.g. Alfie Hewett at Wimbledon 2022 Aaron Phipps held a day of assemblies and workshops with all classes. Pupil, parent and staff feedback on Aaron Phipps visit hugely positive. Children using his example as motivation for personal achievement – both in physical challenges and other aspects of school life.	Continue to build bank of inspirational sportspeople demonstrating that everyone is included and can succeed in their chosen sport. Investigated further inspirational sportspeople to visit the children and talk about their goals, achievements and experiences in overcoming barriers.
Use of Real Play in and out of school to engage families in fun physical activities together	<ul style="list-style-type: none"> Staff training Resources for play to be shared with families 	N/A Part of Real Legacy	Staff absence prevented completion of this target in 2021/2022.	Carry forward to 2022/2023.

<p>Use of 'Healthy Living Week' to raise profile of PE/SPA and highlight links with other areas of the curriculum.</p>	<p>During 'Healthy Living Week' all children experience:</p> <ul style="list-style-type: none"> • Trying a new sport • Walking a mile every day • A daily period of mindfulness or reflection • A lesson on mental wellbeing • A lesson on the importance of eating a balanced diet • A lesson on sleep requirements and the benefit of sleep • An opportunity to cook/prepare a healthy meal or snack <p>Link between physical activity and wellbeing and mental health to be made explicit.</p>	<p>N/A</p>	<p>Children starting to recognised impact of choices re activities on health and wellbeing. Wider school community also included in developing this understanding – e.g. through newsletters.</p>	<p>Further strengthen children's understanding of benefits of being active on wellbeing and mental health.</p> <p>Develop central sport and PE display to reference how being active makes us feel.</p> <p>NB Link with launch of MHST.</p>
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Key indicator 3: Increased confidence, knowledge and skills of all staff in teaching PE and sport				Percentage of total allocation:
				18%
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>All teachers to:</p> <ul style="list-style-type: none"> Be confident in teaching outstanding PE lessons Demonstrate progression of skills Enjoy teaching PE <p>All pupils to:</p> <ul style="list-style-type: none"> Enjoy PE lessons Have opportunities to take part in a range of sports 	<ul style="list-style-type: none"> Complete second year of rolling programme which ensures coverage of a range of sports over 2 years Use of coaches to support the teaching of sports and allow the teachers to observe and participate in outstanding practice Progression of skills available for each sport 	£5,600	Children's improvement in skills assesses as part of delivery of PE curriculum and evidencing impact.	Significant number of new staff will benefit from ongoing support of coaches in developing their PE teaching skills. Continue with current implementation. Source additional CPD opportunities.

Key indicator 4: Broader experience of a range of sports and activities offered to all pupils				Percentage of total allocation: 27%
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:
Ensure equipment used for sports and activities is appropriate and well maintained and provided in sufficient quantity for all children to be engaged and enjoy sessions.	<ul style="list-style-type: none"> Audit equipment required for delivery of PE curriculum and planned sports activities (additional staff hours). Replace damaged and worn equipment and purchase additional equipment as required 	£2,590	All children able to participate in PE curriculum and planned sports activities.	Continue with annual audit of equipment to maintain high quality resources.
Enable our youngest children in EYFS to:- <ul style="list-style-type: none"> Increase amount of time when they are physically active Develop strength, balance and co-ordination 	Purchase set of balance and peddle bikes for use in Wrens Class.	£1,320	Equipment regularly in use. Improvement in children's skills observed and noted by Wrens' staff.	Maintain use and ensure all equipment is safely maintained and replaced when required.
All children provided an opportunity to experience adventurous activities after restrictions imposed during pandemic.	Whole school trip to Go Ape. <ul style="list-style-type: none"> Entry and transport Additional staffing for safe ratios 	£4,455	Children from 4 to 11 experiencing the challenges of a high ropes course – majority of these had not previously had the opportunity to test their balance in adventurous conditions. Skills transferable to sports delivered through curriculum.	Consider opportunities to plan and deliver similar whole school opportunities in the future. Reference point to discuss courage and resilience as part of school values.

School ensure a good range of active clubs available during and outside of school hours.	Following before school clubs available to children: <ul style="list-style-type: none"> • Judo • Street dance • Gymnastics • Basketball 	£1,050 Paid for clubs or included in Key Indicator 1 above.	Children of all ages have opportunities to enjoy lots of different physical activities.	Plan for additional outside activity clubs to be available again in 2022/2023.
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Key indicator 5: Increased participation in competitive sport	Percentage of total allocation: 21%
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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:
To increase children’s participation in competitive sport. To allow children to apply skills learnt through our PE curriculum in a competitive situation.	<ul style="list-style-type: none"> • Inter house competitions for the whole school Purchase of athletics sports equipment including speed bounce, SLJ and vortex javelins. <ul style="list-style-type: none"> • Entry to Inter school competitions Staffing and transport costs.	£2,000	100% of pupils have participated in whole school competitions. All children have participated in:- <ul style="list-style-type: none"> • Basketball hoop shooting house competition • Athletics – house field event competition in vortex javelin speed bounce and standing long jump • Sports Day house competition races (track events) Opportunities for inter school competition have continued to be restricted by pandemic – no of events and staff availability. <ul style="list-style-type: none"> • E.g. School team took part in Summer Term Quadkids 	Ensure whole school competitions remains focused outcome of specific sports in school curriculum. Plan calendar of inter school sports for 2022-2023. Continue to monitor inclusion and participation of vulnerable groups in competition.

			Athletics event at Park House School	
Ensure we have appropriate resources and training to participate in netball league.	<ul style="list-style-type: none"> • Marking new netball court and installing fixed posts • Staff training in netball coaching/refereeing • Netball equipment – bibs, balls, pumps, etc 	£2,350	Not yet used. Ready for Autumn Term curriculum provision, clubs and inter school competition.	Organise participation in inter school netball competitions.
Purchase of appropriate school clothing kit to ensure safe and comfortable access for all children as part of a school team.	<ul style="list-style-type: none"> • Purchase full sets of sports kit in a variety of sizes suitable for range of interschool sports – e.g. cross country, football, netball, cricket, tag rugby and athletics 	£2,200	Not yet used.	Ensure kit is well maintained and available for all events so that children feel included and representative of our school at interschool events.