

# 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 2021/22	£ 0
Total amount allocated for 2021/21	£ 19,290
How much (if any) do you intend to carry over from this total fund into 2022/23?	£ 0
Total amount allocated for 2022/23	£ 19,270
Total amount of funding for 2022/23. To be spent and reported on by 31st July 2023	£ 19,270

## 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. <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>	
What percentage of your current Year 6 cohort swim competently, confidently and proficiently over a distance of at least 25 metres? <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 2021. Please see note above	24%
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	29%
<b>What percentage of your current Year 6 cohort perform safe self-rescue in different water-based situations?</b>	7%
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?	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: 2020/21	Total fund allocated:	Date Updated:	
<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			Percentage of total allocation:
			78%
Intent	Implementation		Impact
To engage all pupils in daily physical activity with a particular focus on the less active and SEND pupils	Weekly whole school daily mile for all pupils in Years 1 to 6 with pupils encouraged to do this voluntarily at other times.	Funding allocated: £0	Pupils engage in the daily mile and recognise it as a accessible and enjoyable way of exercising.
	Active lunchtimes with the playground divided into zones where pupils can take part in physical activities.	£300	Pupils to enjoy participating in lunchtime activities and become more active.
	Appoint play leaders (primarily from the community) to lead active lunchtimes each day.	£1108	Play leader successfully promote lunchtime activity and raise pupils' engagement and enjoyment.
	Purchase speakers for to provide music to dance to at lunchtimes.	£300	
	Purchase resources to support an increase in physical activity at lunchtime.		
	PE leader to identify pupils who are less active and ensure they become engaged in a range of activities.	£0	Pupils less engaged enjoy physical activities and want to become involved in more.
			Monitor and encourage sustained engagement from this group.

	Revise outside key stage 2 playground facilities with input from school council to ensure resources promote activity levels.	£13,497	Pupils more active and enjoying using challenging physical resources.	Maintenance of resources built into future budgets.
<b>Key indicator 2: The profile of PESSPA being raised across the school as a tool for whole school improvement</b>				Percentage of total allocation:
				19%
Intent	Implementation		Impact	
		Funding allocated:	Evidence of impact:	Sustainability and suggested next steps:
Raise the value of active engagement in sport with the parental community.	Provide weekly family fit programme for parents linked to the Health for Life workshops, school nurses and activities such as yoga.	£0	Parental and wider family engagement in range of activities.	Continue to fund such activities and in future plans.
School retains external links to inform improvement of its physical education curriculum and school sports.	Retain membership of, and engage in the King Edward VI Aston School Sports Partnership.	£3.800	Partnership remains a valuable resource and creates connections with other relevant organisations.	Maintain partnership with KE Aston SSP.
Raise status of physical and school sports by achieving awards.	PE leader to gather evidence and identify gaps to achieve the awards for the next level of the PE Quality mark.	£0	Profile of PE raised and celebrated by the school.	PE leader to maintain improvements and seek to extend them going forward.

<b>Key indicator 3: Increased confidence, knowledge and skills of all staff in teaching PE and sport</b>	Percentage of total allocation:
	3%



	PE leader to identify resources needed to support curriculum implementation.			
<b>Key indicator 4: Broader experience of a range of sports and activities offered to all pupils</b>				Percentage of total allocation:
				0%
Intent	Implementation		Impact	
Widen pupils' experience of a range of sports and activities targeting, in particular, girls.	<p>Introduce Disney Sports for Y1 girls which focus on fundamental body movements and promote engagement of girls in football through the use of the Disney brand.</p> <p>PE leader to lead a key stage 2 girls' only extra-curricular club.</p> <p>PE leader to guide sports coaches to participate in 'Healthy Minds and Healthy Body' activities.</p> <p>Pupils participate in Chance to Shine cricket activities</p>	From KESSP membership	<p>Evidence of girls becoming engaged with football.</p> <p>Girls enjoy participation in football and evidence improved skills in this sport.</p> <p>More pupils become involved in a range of sports.</p>	<p>Sustainability and suggested next steps:</p> <p>Monitor engagement from girls and continue to provide physical activities of interest to them.</p>

Develop gross motor skills of pupils in the early years and at the start of key stage 1 to address the limited experiences this group had during lockdowns.	Introduce Ready, Set, Ride for pupils in the nursery, reception and year 1 using balanced bikes.	£0	Pupils' confidence has grown to tackle tasks and there is evidence of improved physical development.	
Ensure resources are available to promote a broad range of physical activities and sport.	PE leader to purchase resources to ensure a broad range of physical activities and sport are available to pupils.	£0	Resources are used and a broad range of activities are taking part.	
Pupils in years 4 and 5 take part in Bikeability during the summer term.	PE leader to take facilitate the Bikeability programme for pupils in years 4 and 5.	£0	Targeted pupils develop confidence and skills to cycle safely.	



Key indicator 5: Increased participation in competitive sport				Percentage of total allocation:
				0%
Intent	Implementation		Impact	
All pupils participate in and enjoy competitive sport either during intra-school events and events against other schools.	<p>PE leader to ensure school teams participate in local tournaments and involve a wide range of pupils.</p> <p>PE leader to organise a summer Sports Day to ensure all pupils enjoy competitive sport.</p> <p>PE leader to identify opportunities within the physical education curriculum for competitive activities.</p> <p>PE leader to work with lunchtime supervisors to deliver competitive activities at lunchtimes.</p>	£0	<p>Pupils take part in and enjoy events against other schools.</p> <p>All pupils participate in a whole school Sports Day.</p> <p>In some units, pupils effectively apply skills learnt from the curriculum in competitive activities.</p> <p>Pupils participate in lunchtime competitive sports.</p>	<p>Maintain programme in future years.</p> <p>next steps:</p>