

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	£19,280
How much (if any) do you intend to carry over from this total fund into 2021/22?	£0
Total amount allocated for 2021/22	£19,280
Total amount of funding for 2021/22. To be spent and reported on by 31st July 2022.	£19,280

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>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>	
<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>	%75
<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>	%75
<p>What percentage of your current Year 6 cohort perform safe self-rescue in different water-based situations?</p>	%75
<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: 2020/21	Total fund allocated:	Date Updated:		
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: %66	
Intent	Implementation	Funding allocated:	Impact	Sustainability and suggested next steps:
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:		Evidence of impact: what do pupils now know and what can they now do? What has changed?:	
To provide high quality PE lessons using a range of equipment to meet the needs of the curriculum.	PE Lead working with PE teachers where support is provided to ensure outstanding delivery of curriculum PE activities across the school. Purchasing the relevant equipment required.	£12,724.80	Children strengthen their skills in a range of different sports and activities as they progress through the Key Stages. Equipment has supported the needs of pupils and improved quality of lessons in activities such as fitness, boxing, athletics and table tennis.	To continue to work with the Trust and with other PE Leads across the LA to ensure consistency and maintain high expectations across the board. The need to purchase new equipment has reduced although funding may need to be considered to retain sports equipment when used on the MUGA.

Key indicator 2: The profile of PESSPA being raised across the school as a tool for whole school improvement				Percentage of total allocation:
				%10
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:
Develop student's emotional intelligence and sportsmanship skills through interventions and the sensory circuit.	Timetable support for interventions with children who regularly become dysregulated. In these sessions there is a big focus on using the language within the zones of regulation across the school.	£1928	Students have a clear process to deal with difficulties. Students have used this process to help others. Students begin the day in a way that supports their regulation throughout the school day.	Maintain timetabled intervention program to help children develop their resilience, emotional intelligence and confidence at dealing with conflict leading to positive outcomes. Documented progress that is pupil friendly so they can reflect on the progress made on a termly basis.

Key indicator 3: Increased confidence, knowledge and skills of all staff in teaching PE and sport				Percentage of total allocation:
				%10
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:
Working closely with the other Trust school and Sports Trust to increase knowledge and confidence and to receive training.	Share courses and training opportunities for PE team to promote increased subject knowledge. Provide opportunities for modelling, team teaching and working with colleagues across Trust. Moderation and professional discussion to ensure accurate judgements.	£1928	PE team will continue to work with a variety of colleagues throughout the year building up subject knowledge and expertise. Leadership courses will support the Lead PE Teacher in providing best practices in developing the subject and department.	PE Lead to deliver directed learning to improve subject knowledge. Outside agencies to support with specialist coaching.

Key indicator 4: Broader experience of a range of sports and activities offered to all pupils				Percentage of total allocation: % 10
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:
Additional achievements: Pupils are excited and engaged when in school, and make the most of opportunities offered.	Develop pupil's confidence, independence and teamwork through opportunities for outdoor and adventurous activities at off site PE centres.	£1928	Curriculum overview shows that all pupils have access to a broad, balanced and relevant curriculum. Specifically identified pupils have access to outdoor and adventurous activities curriculum to meet their needs.	Develop the team building and problem-solving area of the curriculum through external input. Continue to offer a broad range, balanced and relevant curriculum.

Key indicator 5: Increased participation in competitive sport				Percentage of total allocation:
				%4
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:
Support parents by identifying particular ability in pupils and signposting opportunities within the local area.	Discussions during Parents' Evening and linking with outside agencies and local sports clubs.	£771.20	Increase in children's participation with sports outside of school. Children signing up with local community clubs to learn and promote good sportsmanship and respect.	All staff to know where to sign post greater depth children to sports clubs across the borough. Schedule outreach from coaches to lead in activities related to their sports club.

Signed off by	
Head Teacher:	David Martin
Date:	September 2021
Subject Leader:	Oliver Yates
Date:	September 2021
Governor:	Susan Jackson (Chair of Standards Committee)
Date:	September 2021