

# Evidencing the Impact of the Primary PE and Sport premium

Website Reporting Tool  
Revised May 2021

Commissioned by the  
Department for Education  
Created by



It is important that your grant is used effectively and based on school need. The Education Inspection Framework (Ofsted 2019 p64) 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 Criteria (p41) inspectors consider the extent to which schools can articulate their curriculum (INTENT), construct their curriculum (IMPLEMENTATION) and demonstrate the outcomes which result (IMPACT).

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 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 2020/2021, as well as on the impact it has on pupils’ PE and sport participation and attainment by the end of the summer term or by **31<sup>st</sup> July 2022** at the latest.

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 2022. To see an example of how to complete the table please click [HERE](#).



Support for review and reflection - considering the 5 key indicators from DfE, what development needs are a priority for your setting and your pupils now and why? Use the space below to reflect on previous spend and key achievements and areas for development.

Key achievements to date until July 2022:	Areas for further improvement and baseline evidence of need:
<p>2 hours dedicated PE timetabled per class</p> <p>Strong subject Leaders</p> <p>Opportunities for all children to 'Be Active'</p> <p>Traditional sports days involving all children. Developing access for all and competition.</p> <p>Participation in inter Schools competitions</p> <p>Yearly participations in cycling lessons and inter schools cycling competitions.</p> <p>Yoga sessions used in many classes.</p> <p>Daily mile timetabled for all.</p> <p>Swimming fun events</p> <p>Took part in a promotional film for swimming lessons.</p> <p>Increased outdoor active education supported by PE coaches.</p> <p>Boot camp, multi sports, football, athletics after school clubs</p> <p>Y6 Children have an outdoor activity residential at Robinwood</p>	<p>Continue to sustain a comprehensive PE &amp; sport agenda and promote an active curriculum</p> <p>Continue to develop our work with Ed Start to enhance provision</p> <p>Participate in a range of competitive sport events</p> <p>Introduce The Power of PE new PE curriculum that ties in, links with exiting curriculum provision, and supports EYFS developing Curriculum.</p> <p>To provide opportunities for additional swimming sessions for non-swimmers from Year 4</p> <p>To continue to fund additional adults at swimming lessons to improve number of children reaching expected standard. Cost implication.</p>

Did you carry forward an underspend from 2020-21 academic year into the current academic year?/NO

Total amount carried forward from **2020/2021**     **£0.00**  
 + Total amount for this academic year **2021/2022**   **£18,782**

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<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 transfer to the pool when school swimming restarts.</p> <p><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></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 2022.</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><b>What percentage of your current Year 6 cohort perform safe self-rescue in different water-based situations?</b></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 <b>over and above</b> the national curriculum requirements. Have you used it in this way?</p>	School used 2 TAs to support the swimming teaching. They support in the water to enable more focused teaching cost to school £500

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## 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: £18.750	Date Updated:	June 22	
<b>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</b>				Percentage of total allocation:
<b>Intent</b>	<b>Implementation</b>		<b>Impact</b>	53.2 %
All children participate in 2 hours of PE per week.  To ensure all children know and understanding why physical activity is important.  To move opportunities where appropriate outside the classroom.	Timetabled PE lessons inside and outside for each class delivered by teachers and Ed start coaches. Improvement in specialist equipment. All classes take part in Daily Mile.  Sports coach available over dinnertime. Range of additional clubs after school.	£1000 equipment  £8000 ed start  £500 See swimming	More experiences including outdoor learning. Children develop their skills, knowledge and motivation.  Reduce the % of children who are identified as obese.	Fully implement the new PE curriculum
<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:
<b>Intent</b>	<b>Implementation</b>		<b>Impact</b>	21%
Teachers plan for quality lessons that challenge, motivate and equip children with skills and knowledge.  To welcome a range of providers to raise awareness of other sports.  All children engage in physical activity at school and during remote learning periods too.	Ed start coaches and teachers engage children in a variety of sport and activity during lessons.  Links made between other areas of the curriculum.  Dance workshops in school.  Development of outdoor fitness trails The total cost was £22,553 most of cost met by school.  During home learning physical activity was encouraged	£1000  £3000	Children experience variety of sport and activity including dance on a regular timetabled basis. Children learn about the importance of physical activity in relation to their mental health and wellbeing.	

Key Indicator 3: Increased confidence, knowledge and skills of all staff in teaching PE and sport				Percentage of total allocation:
Intent	Implementation		Impact	
Qualified coaches to work with teachers to increase confidence.  New PE curriculum implemented to support staff confidence.  PE coordinators to support staff development.  Staff to be supporting in accessing CPD	Ed start coaches to support with training.  Staff to attend IPLCN cluster and CPD  New curriculum shared	See KI 1	Teachers more confident in teaching a wide range of PE/sport and using specific sports equipment, therefore children gain quality PE experiences enhancing their physical and mental wellbeing.	With continued funding, this high quality provision will continue.
Key Indicator 4: Broader experience of a range of sports and activities offered to all pupils				Percentage of total allocation:
Intent	Implementation		Impact	8%
Children to gain experience of wider sports.  Continue with interschool orienteering day and cycling event	Sports Coach After school clubs  Improve sports specialist equipment	£1350	More sports are accessible to children. Children find success in another wise un known activity.	

Key indicator 5: Increased participation in competitive sport			Percentage of total allocation:
Intent	Implementation	Impact	20%
Children to participate in IPLCN Events.  Cycling Football Athletics Orienteering  Take part in swimming activities.  Traditional sports days held every year	£2500	Children start to understand the rules of competitions. That some win or lose but all compete. Children challenge themselves to aim high and achieve the best they could knowing they were Competing.	Participate in future IPLCN competitions and other sporting events.

<b>Signed off by</b>	
<b>Head Teacher:</b>	Margaret Farrell
<b>Date:</b>	17/07/22
<b>Subject Leader:</b>	Alex Nicholson Sarah Watt
<b>Date:</b>	15/07/22
<b>Governor:</b>	Rachael El Weshahi
<b>Date:</b>	16/07/22