

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 2020/21	£0
Total amount allocated for 2021/22	£16,560
How much (if any) do you intend to carry over from this total fund into 2022/23?	£0
Total amount allocated for 2021/22	£16,560
Total amount of funding for 2021/22. To be spent and reported on by 31st July 2022.	£16,560

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. 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	
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 2021. Please see note above	87.5%
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	87.5%
What percentage of your current Year 6 cohort perform safe self-rescue in different water-based situations?	75%
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:	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: 14%
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:
Carefully planned additional exercise opportunities alongside high quality provision at lunchtimes Extra resources available at breaktimes and staff to support activities	Playground leaders using high quality resources to promote physical activity	£2560	Greater engagement in games and play across the day especially at lunchtime	To develop daily exercise including daily mile Playground leaders further and further improve quality through staff CPD and purchase of resources
Key indicator 2: The profile of PESSPA being raised across the school as a tool for whole school improvement				Percentage of total allocation: 12%
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:
A range of resources available for a variety of activities at all times of the day	Resources identified by children/staff to support interests as well as challenges throughout the day.	£2000	Most children active and understand the benefits of PE Discussions around different roles in PE such as coaches, umpire	A greater number of resources available Increased PE development and aspirations.

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:
Planning invested in for PE to support confidence in all areas of PE CPD for staff in delivering PE	PE planning scheme purchased for year Coaches used to support understanding of how to deliver PE to small class groups and how to apply delivery to a range of abilities	£3000	Greater understanding of the sequence of sessions and the skills to work on Staff more confident in their delivery of ball games, athletics, multi-skills	Assessment of PE and ensuring continuity throughout school.
Key indicator 4: Broader experience of a range of sports and activities offered to all pupils				Percentage of total allocation:
				36%
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:
Access to Forest and Beach school for EYFS and KS1, Beach school for KS2 to ensure children have access to nature, exercise and set up a long-term enjoyment of the outdoors Swimming for Year 3/4 every year to ensure National Expectations are met Additional achievements:	Forest school every week for EYFS and bi-weekly for KS1 Beach school termly for whole school Swimming booked for full week (x2) to ensure progression in skills	£6000	Engagement in activities and outcomes inside as well as outside classroom. Attendance at events and continued outside of school Dedicated Forest School area Confidence and abilities improved (80% able to meet National Expectations)	Staff member(s) for do Forest School qualification to allow for continuity Forest school for KS2 Continued swimming

Key indicator 5: Increased participation in competitive 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:
A range of competitions for children from all year groups to take part in through cluster and beyond	Intra-house competitions each half term Inter-school competitions inc. Cricket, football, orienteering	£2,000	Recognised by the FA for dedication to girls football, national award 100% Y5/6 represented school at a sport	Greater number of events at cluster level across the year inc. gymnastics, dance

Signed off by Paul Brotherhood	
Head Teacher:	Paul Brotherhood
Date:	21/7/22
Subject Leader:	Paul Brotherhood
Date:	21/7/22
Governor:	Ian Mckenzie
Date:	21/7/22