

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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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	£1,060
Total amount allocated for 2020/21	£16,900
How much (if any) do you intend to carry over from this total fund into 2021/22?	£9,820
Total amount allocated for 2021/22	£16,900
Total amount of funding for 2021/22. To be spent and reported on by 31st July 2022.	£26,672

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>	Yes
<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>	83%
<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>	78%
<p>What percentage of your current Year 6 cohort perform safe self-rescue in different water-based situations?</p>	100%
<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>	Yes £5205 – 20%

Used for extra swimming lessons to ensure all children have received their national curriculum entitlement

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: £26,672		Date Updated: 15/6/22	
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: 35%
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 stamina and a routine of physical activity throughout the day.	Use of subject leader time to organise, implement and monitor 30 extra minutes exercise a day Organise the daily mile to occur every day at a set time, in all weathers Children to be given more access to equipment and structured lead activities during free time Replace old trim trail with new trim trail to challenge and develop younger children's fundamental movement skills, fine and gross motor skills, determination and resilience.	£300 £150 £1000 £7500	All children participating in 30 extra minutes of daily exercise- - 15 minutes daily mile - 5 minutes assembly active songs - 10 minutes active lesson sessions 100% of children joining in during lunch times. Routine and plan for daily mile to occur every day. - Timetabled - Monitor by PE lead Trim trail to be purchased by end of June Majority (65%) of children joining in with organised activities at least twice a week during free time	Pupil voice to ensure daily mile is enjoyable and relevant for all children Continue to update timetable to ensure it is fresh and has cross curricular links Equipment purchased so children can engage in activities for years to come. Skills to be assessed in PE lessons Children to continue to develop their understanding of their mental health and the links to exercise	

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Children to develop resilience and determination.	Active short sessions to be included in lessons where possible Specialised TA trained in ELSA to support children during playtimes 10 minutes active during playtimes	£400 £200	Children's awareness of their mental state and feelings has developed with the children feeling more confident to discuss this with staff.	TA trained in ELSA so can continue to use this in supporting all children, when needed.
Encourage more children to walk to school and develop routines of exercise	Walking bus to run every week for all children		20% of children joining the walking bus regularly	Trim trail purchased to be used and enjoyed for years to come.

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:
Understand the importance a healthy lifestyle – including diet, mental health and exercise.	Cooking preparation sessions to happen with KS2 children and dinner ladies. Food courses to be run for upper KS2 – linked to healthy eating and cooking themselves. Use of life education services to enhance knowledge and learning of mental health awareness.	£200 £400 £1500	75% of children took part in session improving skills. 100% of upper KS2 children participating in food preparation session developing basic food skills.	Food preparation sessions to continue for KS2 children. Possibility to introduce for lower KS2
Children to develop their stamina and energy levels.	Interventions and short sessions lead to show resilience and determination	£200	TA out supporting range of children with different needs during break times.	30% of children engaging with guided TA support session
Children to engage in more active sessions to enhance learning.	Introduce signing lessons to help children become more active, as well as understanding and showing their feelings and time to relief stress and	£800	90% of children in school active in signing lessons Signing lesson developing children's confidence and reduce	Aim for 100% of children engaging actively Signs to be used to support SEND children during different

	anxiety		anxiety as they can use signs to communicate with staff.	sessions.
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Key indicator 3: Increased confidence, knowledge and skills of all staff in teaching PE and sport 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?:
Increase confidence of teaching assistants to support learning and physical activity	Subject lead to support TAs in supporting children in lessons and outdoor development.	£500	Teaching assistants confidence improved to support children in developing their PE ability Staff know where to go for help and support when they need it.
Increase participation of Welfare staff in supporting physical activity and development.	Subject lead to demonstrate and guide welfare staff in supporting children's activity.	£500	All welfare staff engaged with new rota to support learning – 75% of children joining in with welfare staff.
Increase knowledge and skills of assessing PE and small steps of children's development for subject lead	Subject lead on course to use an app and technology to assess children progress.	£484	Subject lead to attend course to develop understanding of using technology to support assessment.
	Curriculum developed to include small steps of progression for SEND children	£250	Subject lead clear on steps for children to make progress across all areas of PE
	Subject leader to lead staff training on assessment app and small steps in progression	£300	All staff trained in use of PE APP to assess children.

Subject leader development linking with a range of network professionals	Subject lead to attend link meetings and PLT days.		Subject lead confident in the leading PE and is in line with local schools.	
Subject leader to monitor, observe and support teachers in delivering PE	Subject lead to observe sections of lessons, discuss with staff and pupils PE in school and monitor the overall quality of PE in school	£800		

Key indicator 4: Broader experience of a range of sports and activities offered to all pupils Percentage of total allocation: 13%

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 range of new after school clubs provide to support a more active lifestyle -Athletics -Lego -Tri Golf - Boccia, Bowls, Curling Plan range of clubs for the club autumn term. - Sitting volley ball - Archery - Goal ball - Street Racket	Subject lead and other teachers to teach physical after school clubs - 1 new club per half term - 1 hour sessions - Across both key stages Purchase equipment for new clubs Purchase equipment to include all needs and challenge more able.	£1000 £2000 £500	75% of clubs at capacity of 20 children 10 physical clubs offer to children over the year – 3 more than previous year. Teaching of different skills n PE lesson. These skills being applied in a range of sports and in the tactics unit of work in year 5/6 Equipment purchased for clubs to run in September 22: goalball, archery, sitting volleyball. Skills in children participating in sports clubs improved in PE session – observed by class teachers and subject lead.	Pupil voice into clubs being offered next year – ensuring we are providing the right offer for our children. Equipment purchased so broader curriculum of sports can be taught and developed.

Key indicator 5: Increased participation in competitive sport				Percentage of total allocation:
				9%
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:
Children to have more opportunities to participate in competitive sports. Develop resilience and attitude when faced with new and difficult tasks	Join local sports partnership to access more competitive sports Hire mini buses/coaches to travel to and from events. Lead before and after event discussion about the challenges children will/have faced.	£1500 £200 £750	More children, including SEND, have had the ability and opportunity to attend competitive sports. <ul style="list-style-type: none"> - OAA - Tri Golf - Football - Orienteering - Inclusion games 30 children have competed in different sports. 100% increase compared to last year. Children have developed their attitude towards perceived unfair situations and know to look for the positives in different situations: <ul style="list-style-type: none"> - Understanding sportsmanship - Positive behaviour - Attitude towards competition Children that have taken part have become more resilient as shown in their PE lessons where they haven't given up.	Subject lead to engage with other subject leads to arrange more competitive sports for all children. Aim to compete in 8-12 inclusion events. Aim to compete in 5 or more competitive competitions. To encourage parents to transport children to events. As well as hosting more events and events at local schools within walking distance. Continue to support children with challenges they are to face. Continue to children's attitude and emotions towards competitions, teamwork and sportsmanship.

Signed off by	
Head Teacher:	

Date:	
Subject Leader:	W Marston
Date:	22/6/22
Governor:	
Date:	