

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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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 2022. 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	£17,854.88
Total amount allocated for 2021/22	£35,284.88
How much (if any) do you intend to carry over from this total fund into 2022/23?	£0
Total amount allocated for 2022/23	£17,430.00
Total amount of funding for 2022/23. To be spent and reported on by 31st July 2023.	£17,430.00

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 2020. Please see note above	76%
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	68%
What percentage of your current Year 6 cohort perform safe self-rescue in different water-based situations?	95%
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?	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

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			Total allocation: £1148.89	
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:
All children take part in regular physical education activity including 2x1 hour PE sessions a week following Ipep and Junior Jam.	-2x PE lessons weekly; one taught by class teachers following IPEP and one taught by coaches through Junior Jam -Wake and shake/brain breaks throughout the school day -Mini mile (x5 laps of outdoor EYFS area) in Reception class	£500	-Children’s skills in different disciplines across sports are becoming more integrated. -Reception class coordination and stamina is being built up gradually -Brain breaks/wake and shake promote readiness for learning	To continue with Junior Jam To working alongside an outside provider in the delivery of PE lessons across school To continue wake and shake/brain breaks To continue with mini mile in Reception class
Access to high quality resources during PE lessons.	-Purchase enough equipment for all children to access PE lessons. -Ensure PE equipment is of a high quality and replace those needed	£438.89	-Children are able to access PE lessons at a greater standard -Equipment is accessible ensuring children are able to participate fully in the lessons	Continue to audit PE equipment and purchase replacements where needed To get new equipment to develop new sporting skills and interests.
Provide coaching and quality after school clubs for children to attend	-Cricket coach in Summer term -Netball and Football after school clubs -Progressive Sports alternative sports	£210	Children were active after school hours and engaging in sports positively.	-Progressive Sports to continue to deliver after school club. In addition to this they will also

	club after school (archery, dodgeball)			deliver a breakfast and lunchtime club too. -Cross country and athletics clubs to begin during Spring and Summer terms with specialist support.
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Key indicator 2: The profile of PESSPA being raised across the school as a tool for whole school improvement				Total allocation:
				£26,476.50

Intent	Implementation		Impact	
Your school focus should be clear what you want the pupils to now 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:
To purchase and build an outdoor play area within EYFS to promote physical development	-Oversee the building and construction of the EYFS outdoor area. -Begin to use and integrate the outdoor area into EYFS provision	£23,540.00	Feedback has shown that children enjoy using the new area and it is a well integrated part of their provision. Children's gross motor skills are improving in line with the Physical Development area of the EYFS curriculum. Children are using the equipment to develop balance and core strength, this has shown to have a significant impact on the children's writing abilities.	-Continue use in EYFS -Begin to use for additional KS1 classes and intervention groups -Begin to invite Nursery over to school site to make use of equipment
Continue to use an engaging curriculum in EYFS to build gross motor skills	-Continue using GetSet4PE in Nursery as Reception receives a PE lesson with Junior Jam.		Staff continued to use the scheme throughout 2021-22. Children showed some development in motor skills	-Nursery staff commented that they lacked confidence in the scheme and wanted further support in developing their knowledge so to move to CPD team teach sessions through outside provider.

To provide sporting experiences to encourage children to take part in sporting events and competitions through the DPSSA	Children to take part in a range of competitions within the DPSSA calendar: -Boccia -Football -Netball -Cricket -Cross Country -Athletics	£401.50- DPSSA £485.00 -Transport to events £850.00- SLA	Children enjoyed taking part in various events. Children were successful in some events Children have great sportsmanship and growth mindset attitude, but need help to develop skills to be able to compete.	-Continue taking part in DPSSA events -to develop children's skills to help them compete competitively.
To prepare to update the school sports kits ready for competitions and events in the new school year.	Contact provider of kits and place order for delivery in early September.	£1200	Children are proud to represent the school and wear the school kit.	Disseminate and organise. Monitor and update as necessary

Key indicator 3: Increased confidence, knowledge and skills of all staff in teaching PE and sport				Total allocation:£1200
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:
Begin the next school year with regular CPD provided by an outside agency we have previously worked with	Source the provider and seek a quote for the CPD through team teaching PE lessons and assessing	£1200	Children have enjoyed the taster PE lessons provided. Staff are knowledgeable.	Ready to start in September.
Key indicator 4: Broader experience of a range of sports and activities offered to all pupils				Total allocation:£6450
Intent	Implementation		Impact	
Your school focus should be clear	Make sure your actions to	Funding	Evidence of impact: what do	Sustainability and suggested

what you want the pupils to know and be able to do and about what they need to learn and to consolidate through practice:	achieve are linked to your intentions:	allocated:	pupils now know and what can they now? What has changed?:	next steps:
To provide outdoor education through the PGL residential visit	Year 6 to access 3 day residential with PGL provider	£4151 <i>£1800 deposit for next year's residential.</i>	Children experienced a range of activities which broadened their experiences Children built confidence and resilience	-Continue to carry out residential with PGL for upcoming year 6.
To provide alternative sporting opportunities for children	Children to take part in: -Boccia -West End School (Dance) -Sports for Champions (Jamie Hull: World Champion Scooter Rider) -Junior Jam -Progressive Sports	£499	Children experienced an alternative sport in Boccia. Children enjoyed taking part in a dance activity with a qualified instructor. Children were inspired and enthused by spending time with Jamie	-Take part in all events again in the next year.

Signed off by	
Head Teacher:	<i>L. Peckson</i>
Date:	<i>21/7/22</i>
Subject Leader:	<i>Julie Heald</i>
Date:	<i>19.7.22</i>
Governor:	<i>L. Upton</i>
Date:	<i>21/7/22</i>