

# 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](http://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 2019/20	£870
Total amount allocated for 2020/21	£19 600
How much (if any) do you intend to carry over from this total fund into 2021/22?	£0
Total amount allocated for 2021/22	£20 470
Total amount of funding for 2021/22. To be spent and reported on by 31st July 2022.	£20 470

## 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><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><b>N.B.</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>	84%
<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>	80%
<p><b>What percentage of your current Year 6 cohort perform safe self-rescue in different water-based situations?</b></p>	79%
<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>	Yes/ <b>No</b>

## 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:	
<p><b>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</b></p>					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?:	
<p>Sports coach enabling daily sports club for free</p> <p>To ensure all children are participating in at least 30 minutes physical activity a day</p> <p>To give children a wide range of sports and activities to participate in</p> <p>Ensure a consistent approach through school so children can build on skills. This will be taught sequentially so build and develop from prior knowledge.</p> <p>To ensure children participate in mental health and well-being activities – such as yoga, dance, meditation etc. – to support health and well-being too.</p> <p>Ensure children are receiving the best teaching possible</p>	<p>Half-termly clubs run by sports coach for 30 children per year group free of charge for parents. Children to also attend clubs in school time to promote active lifestyles.</p> <p>Introduction of “Try Something New” where children try a new sport each term. This is to promote their love of sport and give new opportunities. Led by sports coach.</p> <p>Use of REAL PE, REAL GYM and REAL DANCE. This is included in our REAL LEGACY package.</p> <p>Support children’s mental health and well-being by showing ways to calm down and promote mental health. These techniques to be used outside of PE lessons then to show sustainable impact.</p> <p>Staff to team teach with Sports coach to build CPD in PE.</p>		£7000	<p><b>99.15% children</b> (97.1% boys, 95.6% girls) at Boldmere Junior School have attended at least one additional extra-curricular club</p> <p>Pupil voice to ensure children can share what they have learnt and which skills they are building on. This has also been monitored to ensure correct resources are being used. Monitoring via informal observations by PE lead and members of SLT. Children understand which skills have been learnt and lessons observed have shown good progress.</p> <p>Children can use techniques to support their mental health to support them to calm down.</p> <p>All children have tried new sports this year, which has been scrutinised through PE lead monitoring and observing and pupil voice too.</p>	
					Percentage of total allocation:

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Key indicator 2: The profile of PESSPA being raised across the school as a tool for whole school improvement				15%
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:
<p>Up-skilling staff to support their CPD to ensure all teaching is good/outstanding.</p> <p>Introduce a range of enrichment opportunities, such as giving children opportunities to try new sports and activities</p> <p>Sharing of competitions on twitter and in assemblies</p> <p>Use PE and sport to enable the development of life skills that are transferred to other curriculum areas, wider school and beyond</p> <p>To ensure high quality PE lessons are delivered</p> <p>Use of sports ambassadors and sports crew</p> <p>Using children to lead clubs</p>	<p>Use of sports coach to deliver lessons, where children try new sports opportunities</p> <p>Sharing match reports during assembly time and sharing via twitter</p> <p>PE lead to have time to develop curriculum links to other subjects, to ensure children are learning valuable skills through PE lessons and sport opportunities</p> <p>PE lead to monitor lessons and pupil voice and staff voice opportunities</p> <p>Setting up of sports crew. Sports ambassadors to lead. Children to run clubs after receiving leadership training via our REAL LEGACY package</p>	£3000	<p>Children have more opportunities to learn new sports and skills. Children are more active (which is tracked via an in-school tracker)</p> <p>Successes are celebrated in assembly and on school's social media</p> <p>Pupil voice – looking at which areas of PE we can transfer out of lessons and how this is helping us</p> <p>Sports Crew running events and clubs, which has specifically come from training, received in Autumn term. This is strategically designed to support children and give them as many opportunities as possible</p>	<p>Use of Sports ambassadors and Sports Crew to try to be increased so they can run clubs and allow children to be active. Make their role stand out in school</p> <p>Use of PE lead and other teachers to give children opportunities to run clubs to continue</p> <p>PE lead to continue to monitor PE lessons to ensure whole school improvement</p>

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:
To up-level staff by offering CPD opportunities  To ensure all staff are confident to teach a range of skills in PE and apply new ideas they have learnt via CPD. PE lead to monitor via staff voice	Provide opportunities for staff to develop their CPD  Use of REAL LEGACY package to support staff when teaching indoor PE sessions, dance and gymnastics.  Use of specialist coaches to support staff CPD. This has ensured staff can witness teaching of PE with their own class.	£2000	Staff voice from PE lead, which has shown increased confidence from staff.  More range of activities being taught in lessons, which link back to CPD opportunities offered to staff.	Ongoing CPD for all staff across the curriculum

Key indicator 4: Broader experience of a range of sports and activities offered to all pupils				Percentage of total allocation: 26%
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:
<p>To introduce children to a wide variety of sports and physical activities.</p> <p>Free extra-curricular clubs offered by sports coach, staff and sports crew</p> <p>PE lead given time to set up inter-school tournaments, which have been run by PE lead, sports coach and sports crew.</p> <p>Purchasing of new equipment so children can learn new sports</p> <p>Additional achievements:</p>	<p>Introduction of “Try Something New” where children try a new sport each term. This is to promote their love of sport and give new opportunities. Led by sports coach.</p> <p>PE lead to track active children and utilise pupil voice to establish which clubs children want to be run each half term</p> <p>Use of PE lead to set up clubs and inter-school competitions</p>	£6000	<p>Children have experienced new opportunities to learn new sports each term. All children participate in these sessions.</p> <p><b>From tracking pupil participation, over 99% of children at Boldmere Junior School have participated in at least one extra-curricular activity this academic year</b></p> <p>Children have participated in competitive sport within school to give all children opportunities to compete</p>	<p>Continue with “Try Something New” PE sessions</p> <p>Ensure children have opportunity to contribute to compete within school</p>



Key indicator 5: Increased participation in competitive sport				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:
Encourage as many children as possible to participate in competitive sport.  Increased participation in WSAS competitions  Purchasing of new kit  Sports Day stickers order	Fully utilise WSAS package + enter competitions (travel costs)  Sports Crew + Sports Ambassadors to be trained to lead these (real leaders) + help organise events in Infants to get a cross-federated sport.  PE lead to track children's participation	£2500	PE lead tracking amount of children who compete in competitive sport outside of school environment (currently <b>33.06%</b> of children represent the school in at least one sports team, across all of KS2. Broken down, this is <b>24.7%</b> of Year 3 children, <b>25.8% of Year 4 children, 35.2% of Year 5 children and 48.3% of Year 6 children</b> )	Re-join football and netball league that have returned for the 2022/23 academic year  Continue to utilise WSAS package  Further analysis of sport representation to ensure parity between PP and non PP children.

Signed off by	
Head Teacher:	
Date:	21/7/2022
Subject Leader:	R.Uppal
Date:	21/07/22
Governor:	Pending
Date:	Pending