

# 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



## Details with regard to funding

Please complete the table below.

Total amount carried over from 2019/20	£0
Total amount allocated for 2020/21	£23,190
How much (if any) do you intend to carry over from this total fund into 2021/22?	£0
Total amount allocated for 2021/22	£23,000
Total amount of funding for 2021/22. To be spent and reported on by 31st July 2022.	£23,000

## Swimming Data

Please report on your Swimming Data below.

<b>Meeting national curriculum requirements for swimming and water safety.</b>	
What percentage of your current Year 6 cohort swim competently, confidently and proficiently over a distance of at least 25 metres?	36%
What percentage of your current Year 6 cohort use a range of strokes effectively [for example, front crawl, backstroke and breaststroke]?	36%
What percentage of your current Year 6 cohort perform safe self-rescue in different water-based situations?	36%
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 the future.

Academic Year: 2021/22		Total fund allocated: £23,000		Date Updated: December 2021	
<b>Key indicator 1:</b> 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: 21% (£4785)
<b>Intent</b>		<b>Implementation</b>		<b>Impact</b>	
What we want the pupils to know and be able to do. What pupils need to learn and to consolidate through practice.		Actions to achieve linked to intentions.		Funding allocated	
<ul style="list-style-type: none"> <li>Pupils to know that 30 minutes of daily physical activity is fundamental to a healthy lifestyle.</li> <li>Pupils to understand the links between physical and mental health.</li> </ul>		<ul style="list-style-type: none"> <li>Train staff in a range of activities to increase pupils' movement and heart rate during the daily 'Get Greet Active' sessions.</li> <li>Invest in resources for each class to use during the GGA sessions (e.g. skipping ropes, weights, etc.).</li> <li>Provide CPD for staff on the links between physical and mental health so that they can integrate this into their daily dialogue with pupils.</li> </ul>		£1885 (class sets of skipping ropes)  £2900 (playground activity kits per class)	
				Evidence of impact: what do pupils now know and what can they now do? What has changed?	
				Get Greet Active sessions happening daily for 15 minutes using equipment purchased. Children are receiving additional daily physical activity time as a result and enjoy the sessions.	
				Sustainability and suggested next steps.	
				Refine GGA next year, giving more structured ideas for staff to use. PE Lead to monitor and coach/team teach these sessions. Purchase a wider range of resources for GGA use. Mental health CPD delivered but not linked to PE- this to be a priority for next year.	
<b>Key indicator 2:</b> The profile of Physical Education, School Sport and Physical Activity (PESSPA) being raised across the school as a tool for whole school improvement.					Percentage of total allocation: 33% (£7615)
<b>Intent</b>		<b>Implementation</b>		<b>Impact</b>	
What we want the pupils to know and be able to do. What pupils need to learn and to consolidate through practice.		Actions to achieve linked to 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.	

<ul style="list-style-type: none"> <li>Pupils understand what constitutes a healthy lifestyle (physical health, healthy eating, mental wellbeing and adequate sleep).</li> <li>Pupils acquire the attributes needed to succeed in physical activity, which they are able to transfer to the classroom and home life (e.g. perseverance, team work, challenge, empathy, kindness, respect).</li> </ul>	<ul style="list-style-type: none"> <li>Appoint a Lead Teacher for Physical Health &amp; Mental Wellbeing to develop a framework to promote healthy lifestyles.</li> <li>Link the attributes needed to succeed in PE to our school values (academic excellence, social intelligence, ethical lives).</li> </ul>	£7615	<p>PE has been given a higher profile in school and there is greater accountability for the subject. PE lessons are happening when timetabled which means that all children are getting more physical activity.</p> <p>Staff are now linking learning to school values across subjects, including PE.</p>	Continuation of Lead Teacher role to continue to develop a healthy lifestyles framework.
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**Key indicator 3: Increased confidence, knowledge and skills of all staff in teaching PE and sport.** Percentage of total allocation: 29% (£6600)

Intent	Implementation		Impact	
What we want the pupils to know and be able to do. What pupils need to learn and to consolidate through practice.	Actions to achieve linked to 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.
<ul style="list-style-type: none"> <li>Pupils develop rich schemata in a range of sports and disciplines so they able to make strong progress.</li> <li>All pupils develop the gross motors skills needed to support self-care and to support the development of fine motor skills.</li> </ul>	<ul style="list-style-type: none"> <li>Adapt progression maps in PE to support the acquisition of knowledge and skills (regular retrieval and a spiral curriculum).</li> <li>Lead Teacher to attend a range of CPD and disseminate this to staff through a programme of coaching.</li> <li>Develop a team of coaches to support the delivery of high-quality PE.</li> </ul>	£500 (PE planning) £1100 (School Sports Games) £5000 (Sports Apprentices)	<p>Pupils are now clearer on the skills needed for specific PE disciplines.</p> <p>Team of coaches have been able to team teach with teachers which has led to children receiving better outcomes as the teachers have been upskilled.</p>	<p>Focus on making curriculum more spiral and provide time for children to retrieve previously taught skills.</p> <p>Continuation of lead teacher CPD</p>

**Key indicator 4: Broader experience of a range of sports and activities offered to all pupils.** Percentage of total allocation: 4% (£900)

Intent	Implementation	Impact	
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What we want the pupils to know and be able to do. What pupils need to learn and to consolidate through practice.	Actions to achieve linked to 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.
<ul style="list-style-type: none"> <li>Pupils develop knowledge and skills of a range of sports linked to the Commonwealth Games (Birmingham 2022).</li> </ul>	<ul style="list-style-type: none"> <li>Develop the provision for games at break and lunchtimes (appointment of pupil Play Leaders).</li> <li>Develop the provision for After School Clubs (external groups).</li> </ul>	<p>£400 (Play Leaders training and equipment)</p> <p>£500 (Kickboxing club)</p>	<p>Children had a range of learning opportunities in relation to the Commonwealth Games and can articulate what they have learned.</p> <p>Y5 Playleaders were given training and then supported by 2 sports coaches to provide sport and active activities for KS1 play and lunch time, resulting in more active opportunities for children.</p> <p>External kickboxing club was ran by an external company from Y1-6.</p>	<p>Look at logistics of playleaders because of changes to lunch timetabling next academic year.</p> <p>Progression training for the playleaders to be put in place. Update of their resources.</p> <p>Look at external companies for extra curricular clubs for next academic year to support variation and opportunity.</p>

Key indicator 5: Increased participation in competitive sport.				Percentage of total allocation:
				13% (£3100)
Intent	Implementation		Impact	
What we want the pupils to know and be able to do. What pupils need to learn and to consolidate through practice.	Actions to achieve linked to 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.
<ul style="list-style-type: none"> <li>Pupils know how to work as part of a team to achieve a goal.</li> <li>Pupils participate in local teams in the community.</li> </ul>	<ul style="list-style-type: none"> <li>Develop teachers' subject knowledge of team sports through coaching.</li> <li>Develop opportunities for pupils to develop in team games (e.g. school teams, Schools Sports Partnership Games).</li> <li>Develop links with local teams to promote sports to pupils.</li> </ul>	£1000 (CPD)  £100 (School Football Games)  £2000 (minibus hire)	£100 (School Football Games) signed up to and a range of external team games happened with SSP.  Transport was used to enable children to take part in these events.	Develop teachers' subject knowledge of team sports through coaching.  Sustainability: look into the cost of a school minibus/more consistent transport.  Continuation of SFG

Signed off by	
Head Teacher:	T. Yasmin
Date:	December 2021
Subject Leader:	J. Gregson
Date:	December 2021
Governor:	S. Osman
Date:	December 2021