

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](#)

Created by:



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Details with regard to funding

Please complete the table below.

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

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> | |
| <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 2021.</p> <p>Please see note above</p> | 45% as only half the cohort went swimming in Y4 due to Covid |
| <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> | 15% |
| <p>What percentage of your current Year 6 cohort perform safe self-rescue in different water-based situations?</p> | 45% |

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| 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 |
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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.

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|---|--|--|--|--------------------|--|---|--|
| Academic Year: 2020/21 | | 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: | |
| | | | | | | | |
| 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?: | |
| Increased activity on the playground | | <ul style="list-style-type: none">Sports coach employed at lunchtimesLunchtime staff trained on games to engage pupilsEquipment purchased for break and lunchtimes and regularly replenished | | £ | | Children are active during all break times either with free play or more structured activities led by staff. Pupil voice states children like equipment and would like to have some different equipment for next year. | |
| Key indicator 2: The profile of PESSPA being raised across the school as a tool for whole school improvement | | | | | | Percentage of total allocation: | |
| | | | | | | | |
| 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?: | |
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| Dance related to topic areas across school | Spring term topics were linked to a dance that children choreographed. Qualified coach chose music that fitted the topic and they performed to other classes. | £ | Raising profile of dance as children transferred their skills from classroom to choreography. Other classes could tell what topic was from dance. | Children to be more involved with the choosing of music and props for topic area chosen. Video for school website to showcase linking of areas. |
| Raising profile of different sports across school to encourage participation | Curriculum encourages various sports to deliver the skills required. These are well planned using PEHUB and show progression. Children have opportunities to participate in sports they may never have done before. | | Hockey, Rugby, Badminton and Handball are favourites of the children as they have never experienced them before. Lunchtime activities are now just focused around netball and football, with children actively seeking alternative games and sports. | To continue to give children a broad experience of sporting activities with well-planned lessons and opportunities. |
| Children to experience OOA activities at school. | Hothersall Lodge to deliver rolling programme of activities from Y1-Y5 at beginning of Autumn term. | | Children now ask when they start a new class if Hothersall Lodge are coming into school. It is clear it is away for children to start the new term working together in an out of class setting and for staff to build relationships with their new class | To continue with rolling programme culminating in residential in Y6. |
| Sports coach and dinner staff providing lunchtime activities | Children are actively encouraged to take part in sporting activities both at lunchtime and break times. Various equipment is provided for self-initiated games as well as staff lead activities. | | Children are more active and are choosing to play sports type games at breaks. They use their imagination and skills learnt to make up own activities. | Keep equipment well stocked and rotate types of equipment. |

Key indicator 3: Increased confidence, knowledge and skills of all staff in teaching PE and sport

Percentage of total allocation:
%

| 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 continue with Yoga and upskill staff on delivery. | Classes and Teachers have continued to have yoga as part of the curriculum and it is completely embedded in our PE Curriculum. It is delivered by a qualified coach. | £ | Through pupil voice the children say Yoga has a positive impact on them, and they can transfer the skills taught into other lessons. Staff are becoming more confident with yoga techniques and are applying them in their classrooms. | For staff to deliver Yoga sessions with support from Qualified coach so that they will be able to deliver their own Yoga sessions. |
| To use dance as a tool to bring topic alive with choreography and music. | Dance has been delivered by a qualified coach to all year groups linked to one of their topics in the Spring term. | | Staff saw how classroom based knowledge could be transferred to dance. Children used their calss based knowledge to help them choreograph and perform a dance. Children very enthusiastic about dance and how it linked to topic as they could show off their knowledge. | Staff to be more involved with choosing music, props and choreography for topic related dance. Lead sessions with support from qualified coach. |
| Key indicator 4: Broader experience of a range of sports and activities offered to all pupils | | | | Percentage of total allocation: |
| | | | | |
| 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: |

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| Children will have an OOA experience at school. | Hothersall Lodge to come into school and deliver a programme of activities to Y2- Y5. | £ | Children experienced orienteering, den building, team challenges either on school grounds or at the local park. There was a marked improvement in co-operation and self-esteem and staff and children alike saw the benefit of doing this at the beginning of the new academic year. | To continue with rolling programme of activities. Continue to do at the beginning of the year to encourage working together. |
| Wide range of sports are taught to deliver various skills | Y6 children to have a residential experience at Hothersall Lodge As children have limited experiences of sport, the curriculum encourages varying sports to teach skills through. Handball, badminton, hockey, rugby, football, netball, cricket, tennis. This gives children access to sports they may never have experienced, broadening their skills and experiences. | | Children are becoming more enthusiastic about sport and are giving new things a try. Whilst the skill level may not be quite where it should be, the profile of sport and participation is being raised. | To continue to provide a broad sporting curriculum encouraging participation and enjoyment of sport. |

| Key indicator 5: Increased participation in competitive sport | | | | Percentage of total allocation: |
|---|---|--------------------|--|---|
| | | | | % |
| 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 competed in Year group activities. | As local competitive sport was still not fully established due to Covid, children's lessons had elements of competitive sports. They were encouraged to make their own rules and games using skills taught and had to teach others their games. | £ | Children showed signs of what it means to be a good sports person and how to cope with failure | We need to take part in local sporting competitions. This is something we have struggled with historically. However, we have tried and will endeavour to make this a priority in 2022-2023. |

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| Signed off by | |
| Head Teacher: | |
| Date: | |
| Subject Leader: | |
| Date: | |
| Governor: | |
| Date: | |