

# Evidencing the impact of the Primary PE and sport premium

Website Reporting Tool

Revised May 2021



Commissioned by the  
Department for Education

Created by



It is important that your grant is used effectively and based on school need. The [Education Inspection Framework](#) (Ofsted 2019 p64) 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 criteria](#) (p41) inspectors consider the extent to which schools can articulate their curriculum (INTENT), construct their curriculum (IMPLEMENTATION) and demonstrate the outcomes which result (IMPACT).

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:

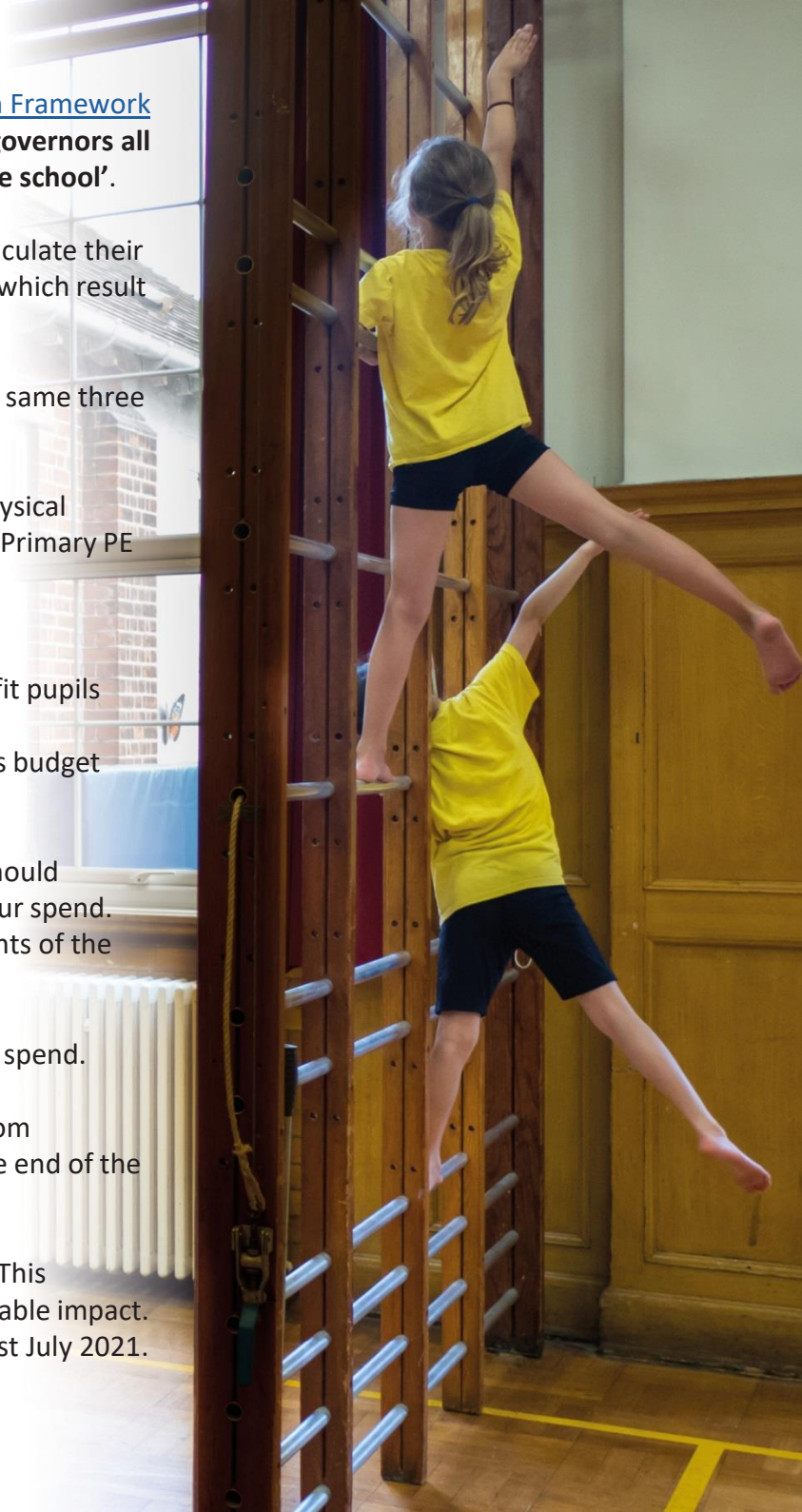
- Develop or add to the PESSPA activities that your school already offer
- Build capacity and capability within the school to ensure that improvements made now will benefit pupils joining the school in future years
- The Primary PE and sport premium should not be used to fund capital spend projects; 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 by the end of the summer term or by **31<sup>st</sup> July 2021** at the latest.

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](#).



Support for review and reflection - considering the 5 key indicators from DfE, what development needs are a priority for your setting and your pupils now and why? Use the space below to reflect on previous spend and key achievements and areas for development.

Please note: Although there has been considerable disruption in 2020 it is important that you publish details on your website of how you spend the funding - this is a legal requirement.

N.B. In this section you should refer to any adjustments you might have made due to Covid-19 and how these will influence further improvement.

Key achievements to date until July 2022:	Areas for further improvement and baseline evidence of need:
<ul style="list-style-type: none"> <li>• Delivered a broad and balanced curriculum that through variety and challenge enthusing students to acquire the skills, fitness and knowledge to follow a healthy lifestyle from school to community.</li> <li>• The curriculum meets the needs of all abilities and recognises issues surrounding students from varying genders and students with SEND.</li> <li>• Opportunities provided for children to compete in sport and other activities that build character and help to embed values such as fairness and respect.</li> <li>• Skills and theory that taught enabling pupils to co-operate effectively as part of a team and work strategically in order to achieve a goal- skills that can be transferred into other aspects of academic life.</li> <li>• Teachers provided with the knowledge and resources to enable them to teach P.E with confidence.</li> <li>• Children at St Peter's have access to a wide range of inclusive high quality extra-curricular activities before and after school, including: multi-sports, football, judo and gymnastics.</li> <li>• Great involvement of parents through 'Brexercise' and 'Henry Healthy Families' programme.</li> <li>• Participation in special weeks and activities, such as Eat them</li> </ul>	<ul style="list-style-type: none"> <li>• Provide specific CPD training for staff in order for all staff to feel confident with the CompletePE scheme. Support staff to also receive more training to support in PE lessons.</li> <li>• Encourage children who don't usually participate in extra curriculum activities to get them more involved. Provide opportunities for this.</li> <li>• More external groups in to perform and inspire our children in a range of physical fields.</li> </ul>

<p>to Defeat Them and football week.</p> <ul style="list-style-type: none"> <li>• Awarded the afPE Quality Mark.</li> </ul>	
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Did you carry forward an underspend from 2019-20 academic year into the current academic year?  
NO.

<b>Total amount carried forward from 2019/2020</b>	<b>£0</b>
<b>+ Total amount for this academic year 2020/2021</b>	<b>£19,130</b>
<b>= Total to be spent by 31st July 2021</b>	<b>£19,130</b>

<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 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 2021.</p> <p>Please see note above.</p>	<b>82%</b>
<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>	<b>79%</b>
<p><b>What percentage of your current Year 6 cohort perform safe self-rescue in different water-based situations?</b></p>	<b>72%</b>
<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>	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: £19,130		Date Updated: July 2022		
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: 19%	
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?	
<ol style="list-style-type: none"> <li>1) Training staff to deliver high quality P.E. lessons through the official scheme.</li> <li>2) Get more children motivated and active to complete daily physical activity.</li> <li>3) Update to the astro turf with athletic track and jump (long and triple) sprayed on.</li> </ol>		<ol style="list-style-type: none"> <li>1) When in school children receive high quality P.E. lessons through their class teacher. Class teachers are now far more confident in delivering their own units of work, from EYFS-Year 6. An example of this was the Year 6 staff teaching Dance (with Brazil as their topic), culminating in both classes performing this to various year groups. The training that staff have received has had a huge impact on the confidence (through surveys) of staff to teach high quality P.E. lessons – the children</li> </ol>		<p>£1960</p> <p>£1460</p>	<ol style="list-style-type: none"> <li>1) In child and teacher surveys both are really glowing and positive about the CPD that has been offered to them. Staff feel empowered and children feel enabled. This has changed a lot.</li> <li>2) The Daily Mile motivated children who wouldn't usually exercise to do so. Stamina increased as children became more used to the initiative and children were generally more focussed after completing the Daily Mile.</li> </ol>	<ol style="list-style-type: none"> <li>1) Staff to observe each other teach when COVID bubbles allow. Children to be taught by other staff who have specialisms in other P.E. subjects. Again, COVID restrictions dependent.</li> <li>2) Ensure classes continue to participate in the Daily Mile in the new school year, at least 3 times a week. Begin implementing this 4-5 days a week.</li> <li>3) Ensure children are given updated equipment during</li> </ol>

	<p>have really benefited.</p> <p>2) Re-introduced the Daily Mile at our school. EYFS, KS1 and KS2 participated at least 3 times a week.</p> <p>3) Making sure that the children are using this and equipment during their break and lunch time has been simple from a monitoring POV. C</p>		<p>3) Children have been using this excellently and have been getting more exercise because of it. The Year 5s and 6s love using the astro-turf and it has great benefits on their health. The astro-turf is also used for the Daily Mile.</p>	<p>playtime and lunchtime. Make sure there is a clear schedule for when each year group can use the astro.</p>
<p>Key indicator 2: The profile of PESSPA being raised across the school as a tool for whole school improvement</p>				<p>Percentage of total allocation:</p> <p>16%</p>
<p>Intent</p>	<p>Implementation</p>		<p>Impact</p>	
<p>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:</p>	<p>Make sure your actions to achieve are linked to your intentions:</p>	<p>Funding allocated:</p>	<p>Evidence of impact: what do pupils now know and what can they now do? What has changed?:</p>	<p>Sustainability and suggested next steps:</p>
<p>1) Brexercise. Getting parents on site to start the day with a workout led by school staff and including a healthy breakfast.</p> <p>2) Getting families involved in healthy living—understanding it is not just about exercise but about healthy eating and general lifestyle changes.</p> <p>3) Encouraging healthy eating among children.</p>	<p>1) Getting parents on site to start the day with a workout. Forging links with families. Vast range of new, varied equipment, speaker and sports coach time.</p> <p>2) Henry Healthy Family Programme. Getting families involved in healthy ways of living.</p> <p>Eat them to Defeat them campaign. Encouraged children to be passionate about eating healthily,</p>	<p>£600</p> <p>£1000</p> <p>£700</p>	<p>1) 10-15 parents participated weekly. They enjoyed and benefitted greatly from the sessions.</p> <p>2) Parents gained massively from these sessions and told us they helped them to encourage healthy living in their families.</p> <p>3) Children enjoyed the vegetables and this helped them to understand how vegetables should be eaten daily.</p>	<p>1) Roll this idea out across a cluster of schools to assess impact.</p> <p>2) Continue to offer the programme to parents, ensuring different families are involved.</p> <p>3) Encourage healthy eating throughout the year, not just during the campaign (cross-curricular links).</p>

	showing them how easy and delicious vegetables are.			
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Key indicator 3: Increased confidence, knowledge and skills of all staff in teaching PE and sport				Percentage of total allocation:
				25%
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>1) Training staff to deliver high quality P.E. lessons through the official scheme. Training staff to deliver the daily mile to get more children motivated and active to complete physical activity.</p> <p>2) CPD for sports coach and PE subject leader through the LBBB scheme.</p>	<p>1) When in school children receive high quality P.E. lessons through their class teacher following the CompletePE scheme. Teachers are encouraged to ask questions about lessons and the scheme.</p> <p>2) Sports coach given adequate time to develop his skills so his offer to the school and its pupils is better. Mr Russell receives external training which helps develop his practise as PE coach. Mr Russell and Miss Whitfield received subject leader support and</p>	<p>Accounted for above.</p> <p>£3000.</p>	<p>1) Class teachers answered in surveys, that they are confident with following the CompletePE scheme, particularly the videos and other resources on the scheme. They feel comfortable asking coach and PE lead for support.</p> <p>Class teachers are confident in delivering their own units of work, from EYFS-Year 6</p> <p>The daily mile is now embedded in our school across the school. This has motivated children who wouldn't usually exercise to do so. We plan to roll this out across the whole school so that we can</p>	<p>1) Staff to observe each other teach. Children to be taught by other staff who have specialisms in other P.E. subjects. Staff to impart knowledge across the school with their speciality sport in mind.</p> <p>2) P.E. curriculum to get even wider and more ambitious.</p>



	training throughout the 2021/2022 academic year.		see the effect it has on health and morale.  2) The training has helped increase confidence in specific PE Subject Knowledge, allowing both the subject leader and sports coach answer 'deep dive' questions and be experts on their subject— in and out of lessons.	
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Key indicator 4: Broader experience of a range of sports and activities offered to all pupils	Percentage of total allocation: 27%
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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:
1) Putting an astro-turf in and allocating it to all different year groups has transformed the way P.E. is taught across the school. Our children now have a much wider variety of P.E. being taught at all times of the year due to us having the facilities now. This astroturf needs to be maintained.  2) Participation in external sport activities.	1) P.E. coach and teaching staff have used the astro-turf at all times of the year to deliver lessons that would something be confined due to being indoors.  2) Children from different year groups were selected to attend various external activities. Such as: Netball tournaments, pentathlon, school trips (eg. Year 6 Judo	Allocated above  £2450	1) Children now have a wider, more consistent curriculum being taught to them giving them a wider experience of sports.  2) Greater excitement and enjoyment of different sport activities. Children loved having the opportunity to do sport activities outside the school and this helped them grow in confidence.	1) Children to use it for an even wider selection of sport, leading to quicker progress. 2) Making sure children who wouldn't usually have the opportunity to participate in external activities. 3) Participate in such initiatives again and introduce new initiatives to get children and families

<p>3) Residential trip for Year 6s.</p> <p>4) Understanding of healthy living encompassing exercise and healthy eating.</p>	<p>trip), swimming, bikeability. Children from the ARP are involved in bowling trips, the panathlon, swimming and bikeability.</p> <p>3) Year 6 Trewern residential trip</p> <p>4) Henry Healthy Families and Eat them to Defeat them introduced at St Peter's.</p>	<p>£3460</p> <p>Allocated above.</p>	<p>3) Year 6s highly benefitted from the residential trip. The activities had massive positive effects on the children, in terms of experiencing new activities such as caving and gorge walking. The children also enjoyed a sense of independence, learnt leadership skills and were responsible for important tasks.</p> <p>4) Greater understanding throughout the school community on how to live healthily.</p>	<p>involved in healthy living.</p>
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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:
<ol style="list-style-type: none"> <li>1) Opportunity for children across the school to participate in competitive sport in school.</li> <li>2) Opportunity for children in KS2 to participate in competitive sport outside school against other schools and teams.</li> <li>3) Opportunity for Nazareth Rooms to participate in competitive sport.</li> </ol>	<ol style="list-style-type: none"> <li>1) Children are able to compete against each other in a range of sports inside the school through following the PE scheme of work, as well as during Sports Day.</li> <li>2) Multiple children in KS2 participated in football and athletic competitions against other schools.</li> <li>3) Nazareth Rooms participated in the Panathlon against other schools.</li> </ol>	<p>£1000</p> <p>£1500</p> <p>£2000</p>	<ol style="list-style-type: none"> <li>1) Children's competitive nature has been grasped and developed. Really pleasing to see that children's abilities in their preferred sports are staying strong, along with their sportsmanship and values.</li> <li>2) Children grew in confidence through playing against other schools and teams.</li> <li>3) Great for Nazareth Room children to grow in confidence competing against other schools and meeting other children.</li> </ol>	<ol style="list-style-type: none"> <li>1) Continue to offer these lessons, as well as other opportunities for children to play competitive sport within St Peter's outside of normal lessons.</li> <li>2) Children to start participating in other competitions (such as basketball and netball).</li> <li>3) Continue to offer opportunities for Nazareth Rooms to play sport against children from other schools.</li> </ol>

Signed off by	
Head Teacher:	Clare Scott
Date:	21/7/2022
Subject Leader:	Robynne Whitfield
Date:	21/7/2022
Governor:	
Date:	21/7/2022