

# 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](#).



## Details with regard to funding

Please complete the table below.

Total amount carried over from 2019/20	£0
Total amount allocated for 2020/21	£17380
How much (if any) do you intend to carry over from this total fund into 2021/22?	£0
Total amount allocated for 2021/22	£17430
Total amount of funding for 2021/22. To be spent and reported on by 31st July 2022.	£17430

## 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. <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>	
What percentage of your current Year 6 cohort swim competently, confidently and proficiently over a distance of at least 25 metres? <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. Please see note above	%
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	%
<b>What percentage of your current Year 6 cohort perform safe self-rescue in different water-based situations?</b>	%
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?	Yes/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: 2021/2022		Total fund allocated: £17430		Date Updated:	
Key indicator 1: The engagement of all 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:
					61%
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:
Increase opportunities for all children to engage in physical activity	Install multi use surface for daily mile.  Enhanced provision to include balance bikes/Scooter safe/Bikeability  Continue to identify and encourage all children to participate in physical activity  Ensure that all children (Y2-6) are taking part in at least one after school club that develops fitness levels  PE leader to identify key children who are less active and less interested in physical activity	£10,000    £350	All classes to be able access track in all seasons for ongoing physical activity and to be able to set personal best goals   To ensure children are encouraged to walk or scoot or ride to school and to develop skills for outside school to support wellbeing and families  More pupils engaged and enjoying physical activity/sport/fitness  Pupils have more ownership of organisation/implementation of physical activity in school		

Created by:



Supported by:



	Use pupil voice to inform purchasing of new equipment and playground resources	£300		
	Use of pupil voice to promote new activities to achieve 30 minutes physical activity per day			
<b>Key indicator 2:</b> The profile of PESSPA being raised across the school as a tool for whole school improvement				<b>Percentage of total allocation:</b>
				3%
<b>Intent</b>	<b>Implementation</b>		<b>Impact</b>	
<b>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:</b>	<b>Make sure your actions to achieve are linked to your intentions:</b>	<b>Funding allocated:</b>	<b>Evidence of impact: what do pupils now know and what can they now do? What has changed?</b>	<b>Sustainability and suggested next steps:</b>
Ensure effective school succession planning for subject leadership	Early Career Teacher shadowing of subject leader over the year		Maximise skills and expertise within school	
CPD for staff on using technology for assessment/lesson development	Use of Showbie/other platforms to support the teaching and assessment of PE		Ensure continuity of provision for sports	
To use class I pads to keep and monitor assessments and ensure next steps are planned for to maximise progression and skills	Ipad training specific to PE		Maximise opportunities for assessments by using technology and pupils being able to talk about their progression in PE	
Develop curriculum maps to identify opportunities to link healthy bodies and healthy minds to other curriculum areas.	Review PE planning and assessment			
	Time for curriculum leader to review with staff curriculum maps and specifically identify more active learning and links to healthy lifestyles.	£580	Increased confidence in staff subject knowledge. Increased coverage through other areas of the curriculum.	

Key indicator 3: Increased confidence, knowledge and skills of all staff in teaching PE and sport				Percentage of total allocation:
				6%
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>CPD for staff through coaching and specific CPD opportunities linked to fundamental skills</p> <p>To offer high quality PE planning with high standards in delivery, participation and progress measured.</p>	<p>Audit of staff needs re CPD</p> <p>Subject leader to observe lessons and identify next steps of CPD for the staff</p> <p>Use of coaches/expert teachers to work alongside staff to deliver lessons</p> <p>Review PE planning and assessment</p> <p>Review feedback given in PE lessons; children are aware of next steps</p>	£1000	<p>Increased confidence in all staff and support staff in developing children's skills in sport</p> <p>To provide high quality lessons with external coaches and in house staff</p> <p>To offer high quality PE planning with high standards in delivery, participation and progress measured.</p> <p>To be able to assess and benchmark children's fundamental skills so we can plan and deliver interventions where needed</p> <p>All children progress based on their own starting points</p>	

Key indicator 4: Broader experience of a range of sports and activities offered to all pupils				Percentage of total allocation:
				27%
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>Provide a number of after school and lunch time club opportunities to ensure a wide and high-quality provision of clubs available for our pupils. Subsidised where necessary. Including dance and gymnastics and outdoor pursuits</p> <p>Develop outdoor/adventurous activities.</p> <p>Ensure that school trips (where appropriate) and residential offer an element of sport or fitness as standard.</p>	<p>Variety of clubs offered to all age ranges - timetabled</p> <p>High quality resources available for the children to engage in physical activity.</p> <p>Continued year group focussed sport</p> <p>Developing the environment further to offer more opportunities – orienteering, Forest Schools</p> <p>Highlight/identify opportunities on trips where physical activity can take place</p>	<p>£300</p> <p>Bee Active £3000</p> <p>Port Vale £400</p> <p>Dance £1000</p>	<p>More children taking part in clubs – (to be measured)</p> <p>More children engaging with activities at lunchtimes</p> <p>Children able to access a broader range of sports/outdoor activities</p> <p>To ensure children are active wherever they are and in whatever situation</p>	

Key indicator 5: Increased participation in competitive sport				Percentage of total allocation:
				3%
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:
Participate in local competitions and those within SBMAT	Engage with all opportunities to participate in tournaments and competitions.  Use of local school minibus and parents to transport to ensure that we can attend fixtures both within and out of school hours.	£500	More and different children participating in sports tournaments (to be measured)	

Signed off by	
Head Teacher:	L Davis
Date:	15.10.21
Subject Leader:	J Gray
Date:	15.10.21
Governor:	M Weller
Date:	15.10.21