

Evidencing the impact of the Primary PE and sport premium

Website Reporting Tool

Revised July 2021

Commissioned by



Department
for Education

Created by



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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 2020/2021, as well as on the impact it has on pupils' PE and sport participation and attainment. **All funding must be spent by 31st July 2023.**

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 2022. 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 2020/21	£ 11,214
Total amount allocated for 2021/22	£16,920
How much (if any) do you intend to carry over from this total fund into 2022/23?	£ 0
Total amount allocated for 2022/23	£17,270
Total amount of funding for 2022/23. To be spent and reported on by 31st July 2023.	£17,270

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. 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	N/A
What percentage of your current Year 6 cohort swim competently, confidently and proficiently over a distance of at least 25 metres? 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. Please see note above	N/A
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	N/A
What percentage of your current Year 6 cohort perform safe self-rescue in different water-based situations?	N/A
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:28134.23	Date Updated:July 22	
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?:	Sustainability and suggested next steps:
A Sports Coach to work with the children at lunchtimes to encourage children to join in physical activities. Develop a wider range of activities for lunchtime supervisors to encourage children to join in with at lunchtimes to support well-being over the lunchtime period.	Sports Coach to work with all of the year groups and teach the children a variety of games that they can play in a small group during lunchtimes. Staff to look at zoning the playground and field so that the children have a wide variety of activities with clear zones and expectations so that children can go to the zone that will meet their needs on the day and help them self-regulate. To provide opportunities for large gross motor development to develop Gross motor co-ordination and core strength.	£674 playground equipment and healthy eating £8462 large outside equipment £4000 Opal Programme	At the start of the year the children were still in their lunchtime bubbles. Having the coach work with the younger year groups separately allowed the children to become more confident at working in small groups to play together. Once the playground was opened back up to all the groups mixing after Easter the children have been confident to join in a wide variety of physical activities and games including dancing. We would like to develop this further next year in a more structured way.	Following on from the school development of the playground activities and zones the next step is to work on the Opal project. The funding from this will be used from this year and topped up by next year's allocation. £4k this years and £2500 next year's budget.
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	

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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 have a qualified external coach into school to motivate and inspire children and to raise the profile of PE/SSP Children to develop skill and confidence on an individual and team level. After school club sessions promoted to allow children to try new experiences	Staff to work with coach to identify those children who need additional support with key skills. To support children to be able to work effectively in pairs and then larger group games beginning to develop confidence at working within a team. During the year a variety of afterschool clubs to be run to allow children to have a go at a different sport	£ 12411 including lunchtimes and after school clubs £ 1500 replace and buy new equipment.	Those children who were targeted to have additional sessions focusing on small group skills were able to follow simple rules and confidently joined in with whole class sessions by the end of the year. The dance sessions were very popular and encouraged some children who are normally not confident at working in large groups.	

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:
Get Set for PE scheme was introduced to allow detailed sequenced planning with smaller steps to support children's achievements.	The sessions were introduced in the Autumn Term and staff and these were shared with the outside PE provider to allow consistency of delivery.	£280 subscription £833.88 gym mats	The lessons have been engaging due to the themes and this has helped the children to retain previous skills by associating them to a character or theme. Staff workload for lesson preparation has been reduced.	Continue with the scheme and continue to build on sequence of skills. Target those children who might need some additional support including Harbour children.
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:
Additional achievements: After school club sessions promoted to allow children to try new experiences and learn rules for new games. Children to put basic skills they have learnt and transfer them into group games through multi-sport activities.			During the year a variety of afterschool clubs to be run to allow children to have a go at a different sports.	£600 new sports equipment for Bocca and Curling	The dance sessions were very popular and encouraged some children who are normally not confident at working in large groups. The children are better at managing their emotional response when things don't go as planned and are able to talk about what skills they have improved on and what they think they still need to work on. They have developed their team spirit by encouraging the other children in the group and celebrating when they achieve.	Look to start Bocca and Curling within school next year and look to have in school mini competitions.

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:
For Children to celebrate outside sporting achievements through Celebration Assembly. To create links with local clubs through promotions and encourage children and families to try something new.	The children have been keen to share their achievements outside of school. The classes were all supported by the Coaches to practise a variety of skills for Sports Days which this year were held as year groups to allow children a smaller event to compete in.	£	As there were still restrictions in place for some of the year there have not been any local competitions for Infant children organised in local schools. Parents have been signposted to local tennis club events and other local PE sports clubs happening during the holidays.	To work with the local MAT schools to look to organise some Key Stage 1 sporting events. School to work with Tennis club for sessions within school.

Signed off by	
Head Teacher:	Debbie Bateman
Date:	July 2022
Subject Leader:	Jordan Beard
Date:	July 2022
Governor:	Patrick Smith
Date:	July 2022