

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:



Supported by:



Details with regard to funding

Please complete the table below.

Total amount carried over from 2019/20	£9170
Total amount allocated for 2020/21	£16860
How much (if any) do you intend to carry over from this total fund into 2021/22?	£11214
Total amount allocated for 2021/22	£16 920
Total amount of funding for 2021/22. To be spent and reported on by 31st July 2022.	£28134

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 2020. 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?	N/A

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: 2020/21		Total fund allocated:26,030	Date Updated: July 2021	
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:
				30%
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 have active lessons throughout the curriculum to ensure all pupils are more regularly engaged in physical activity. Active lunch times continued to the school so children achieve the 30 minutes minimum of physical activity a day.	Teachers to use Super Movers and Wake and Shake each day at the beginning of the day when children arrive (10-15 minutes) Children given access to sporting equipment at lunchtime and an area set aside on the playground / field for sports. Sports coach leads different games for children to engage in. Sports led sessions for each bubble	£	Improved participation in PE lessons for all children Improved focus and understanding of lesson objectives Children developing a love for PE whilst improving stamina, control and focus	This will continue into next year as it has helped the children to settle quickly into the class in the mornings. We will be continuing having a sports coach next year for 3 lunchtimes per week. Equipment needs to be replaced including the large outdoor equipment so that we can maximise a wide variety of physical activities during outside playtimes. The impact of these sessions has been a reduction in children sitting round at lunchtimes and an increase in children playing team games with each other. Children who need additional support to engage with groups of children

Created by:



Supported by:



				accessed these sessions and it led to a decrease in their emotional dysregulation.
Key indicator 2: The profile of PESSPA being raised across the school as a tool for whole school improvement				Percentage of total allocation: 70%
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 have a qualified external coach into school to motivate and inspire children and to raise the profile of PESSPA	External coach into school every afternoon and 2 full days for the summer term.	£	The afternoon sessions were to support Year 2 children who have missed the most time out of school due to covid. Their social skills and being able to accommodate each other during playtimes and PE were carefully supported during these daily small group sessions. The children re connected, and were able to positively engage with each other during the small group sessions. They increased in self esteem and the sessions not only help them to develop their physical skills and stamina, but supported increased levels of concentration and stamina during lessons. Children with EHCPs and SEN showed high levels of engagement and the daily sessions provided routine and	The sessions with the Harbour children were very positive and we aim to continue to support their needs next year within the mainstream PE sessions. School to look for a different coaching company next year.

			familiarity that allowed them to increase the amount of time they spent with their mainstream peers.	
--	--	--	--	--

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 increase staff confidence in teaching tennis.	Teacher attended an extended training session from tennis coaches. Teacher to lead on supporting rest of the staff with tennis skills.	£	Awaiting the equipment from the course. To be full rolled out next year.	Strengthen links to the local tennis club and offer sessions within school

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:		£		Once it is safe to do so we will offer after school clubs to the children.
We were unable to offer any additional clubs and experiences due to Covid restrictions we didn't have the capacity to hold any.				

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:
	Not applicable due to Covid restrictions All children took part in a bubble Sports Day.	£		

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