

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 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	£18738
How much (if any) do you intend to carry over from this total fund into 2021/22?	£0
Total amount allocated for 2021/22	£18738 (assumed to match 20/21)
Total amount of funding for 2021/22. To be spent and reported on by 31st July 2022.	£18738 (assumed to match 20/21)

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>Due to Covid restrictions swimming did not take place during the year. We usually put our provision into Year 5. However over previous years Swimming has been a strength at KS 2.</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 2020.</p> <p>Please see note above</p>	100%
<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>	100%
<p>What percentage of your current Year 6 cohort perform safe self-rescue in different water-based situations?</p>	96%
<p>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?</p>	Yes/No As our current Year 6 missed their Year 5 provision we hope with

current restrictions that we can provide swimming for both Year 5 and Year 6 Summer 2022

£2500 allocated from budget each year.

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:	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: 81.3%	
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:
1. All pupils to receive at least 2 hours of quality P.E lessons per week.	Class teachers and subject lead are responsible for timetabling 2 PE sessions per week. This includes following the school's planning for class teachers, FUNDA, dance and visiting the woodland.	£ 11,526	Children receive quality P.E teaching from highly trained professionals. Enabling children's skills to develop due to quality feedback during lessons and allowing children to gain confidence and enjoy being physically active.	Planning to be checked and coincided with learning walks to check on the quality of the PE lessons being delivered. Pupil voice to gain feedback on pupil engagement and enjoyment for the different activities introduced.
2. All children to receive access to playground games and equipment via timetabled activities during break times and lunchtimes.	Playground games equipment to be given to year groups to encourage participation in a range of activities and increased physical activity during non-directed time.	£ 1589	Children enjoy using skills learned in lessons to partake in games with their peers on the playground. Children use skills and rules learned to implement their own competitive and friendly games. This has shown to be something enjoyed across a range of skill levels and abilities within year groups.	Pupil voice to gain feedback on pupil engagement and enjoyment for the different activities introduced and any others they would enjoy.
	Timetabled use of the Trim Trail.	£ 2118		

Key indicator 2: The profile of PESSPA being raised across the school as a tool for whole school improvement				Percentage of total allocation: See indicator 1
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. All children to receive access to playground games and equipment via timetabled activities during break times and lunchtimes.	Playground games equipment to be given to year groups to encourage participation in a range of activities and increased physical activity during non-directed time. Timetabled use of the Trim Trail.	See point 2: Key indicator 1.	Children enjoy using skills learned in lessons to partake in games with their peers on the playground. Children use skills and rules learned to implement their own competitive and friendly games. This has shown to be something enjoyed across a range of skill levels and abilities within year groups.	Pupil voice to gain feedback on pupil engagement and enjoyment for the different activities introduced and any others they would enjoy.
2. P.E to be an area on the school development plan.	Staff to be given opportunity to develop their understanding of the P.E curriculum and delivery through FUNDA and the P.E hub through staff meetings and FUNDA training.	FUNDA and sports hub subscription.	Staff have a greater understanding of the progression in P.E from EYFS to Year 6. Staff have more confidence in the delivery and content of P.E lessons.	Remind staff of how to use the planning to ensure progression is made throughout the year groups.
3. Pupil's sporting achievements given a high profile within school.	Opportunities to share achievements of children in inter school sport, intra school sport and sport outside of school are shared weekly during class sharing time, assembly and photos are displayed in school and online.		The profile of participation of sport both within and outside of school has been lifted. Children feel confident to bring in their achievements and talk to their peers about their awards. Children are inquisitive about out of school sports teams.	Use pupil voice and survey to monitor children's participation in and out of school as a result of the skills learnt in PE.

4. Pupils to have opportunity to participate in competitive sport.	Intra school competition to be run within classes by FUNDA and class teachers.	FUNDA subscription.	The chance for all children of all levels to participate in competitive sport has increased. Giving all children the chance to achieve.	Use pupil voice and survey to monitor children's participation in and out of school as a result of the skills learnt in PE.
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Key indicator 3: Increased confidence, knowledge and skills of all staff in teaching PE and sport Percentage of total allocation:
See indicator 1

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?:
1. Teaching staff given means to develop their own knowledge of P.E teaching in order to deliver quality P.E lessons and gain an understanding of progression in the subject.	<p>Use of the P.E hub as a tool for planning, gaining teacher knowledge and understanding progression across a variety of P.E strands.</p> <p>Use of outside coaches to gain a deeper knowledge of specific sports, how to approach teaching and how to make assessments.</p> <p>Employment of external agencies such as FUNDA and dance to help give support and knowledge to staff when required.</p>	<p>£455</p> <p>See Indicator 4</p> <p>FUNDA subscription.</p>	<p>Use of specialist coaches has helped to develop planning and schemes of work in line with the progressive curriculum.</p> <p>Ensures the PE curriculum is balanced, challenging, engaging and progressive.</p> <p>Teachers have become more confident in a range of invasion games, striking and fielding and how to use the planning and knowledge mats to deliver quality P.E lessons. .</p> <p>Children's skill levels and competency has improved with planning and delivering high quality PE lessons.</p>
			Sustainability and suggested next steps:
			Continue to develop PE progressive curriculum and assessment system.
			Look for other staff CPD opportunities to broaden the PE curriculum.

Key indicator 4: Broader experience of a range of sports and activities offered to all pupils				Percentage of total allocation: 18.7%
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. Increase variety of equipment available to deliver quality P.E lessons.	Purchasing of sporting equipment relevant to the schools planning and suitable for all year groups.	£1589	Pupils can take part in a wider variety of sports across school during P.E lessons where specific skills and use of equipment can be practised throughout the school at age appropriate levels.	P.E lead to review equipment in accordance to planning and staff feedback to ensure high quality experiences for children.
2. Pupils to have opportunity to participate in a variety of competitive sport.	Intra school competition to be run within classes by FUNDA and class teachers. Interschool competition via your school games subscription (not used due to COVID)	FUNDA subscription	Children are able to understand and use rules and skills practised during lessons within a competitive setting. Children know the process of playing a game to win and learn how to be a winner or a loser.	P.E lead to oversee tournaments and competitions within school across year groups. P.E lead to regularly check for and sign up to interschool competitions, leasing with staff to check which children to take part.
3. Pupils to have access to a variety of professional sports coaches.	Employment of specialist coaches to coach children, alongside class teachers. Such as tennis, 'Teddy Tennis', cricket, rugby and skipping.	£ 1913	Children get to experience a high level of coaching and engage with the sessions really well. It drives a lot of children to sign up for extracurricular activities within these sports including joining sports teams and out of school clubs. Hopefully leading to lifelong participation for some	P.E lead to regularly contact and seek sport coaches to come to school. Listening to staff voice to ensure sports are covered where staff knowledge may need revising and any areas of the curriculum that need boosting.

			pupils.	Listen to children voice as to which sports they've enjoyed and would like more coaching.
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Key indicator 5: Increased participation in competitive sport				Percentage of total allocation:
				See indicator 1
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. Subscription to Bolton School Sports Partnership.	<p>Entry to a variety of tournaments and festivals.</p> <p>Access to Greater Manchester sporting competition through the 'my school games' competitions.</p> <p>Allowed opportunity for children to take part in different competitions – both competitive and aspirational events.</p>	£ not renewed due to COVID	<p>Children are able to understand and use rules and skills practised during lessons within a competitive setting. Children know the process of playing a game to win and learn how to be a winner or a loser.</p> <p>Children understand the importance of being a team and representing their school. They gain an understanding of sportsmanship and meeting opponents that are unfamiliar.</p>	P.E lead to regularly check for and sign up to interschool competitions, leasng with staff to check which children to take part.
2. Pupils to have opportunity to participate in a variety of intra school competition.	Intra school competition to be run within classes by FUNDA and class teachers.	FUNDA subscription.	<p>Children are able to understand and use rules and skills practised during lessons within a competitive setting. Children know the process of playing a game to win and learn how to be a winner or a loser.</p> <p>Children understand the importance of playing as a team and working with others of different abilities to themselves.</p>	P.E lead to oversee tournaments and competitions within school across year groups.

Enrichment Activities:			Impact	
<ul style="list-style-type: none"> • Bikeability for Reception and Year 6. • Norfolk Lakes activity weekend. • Crocky Trail • Scootfit • Drumz Aloud • Ultimate Frisbee • Inflatable obstacle course • Climbing wall • Golf 			<p>All extra activities provide enjoyment for our children, allowing opportunities they may not otherwise be given and allow them to gain an understanding of their own skills and strengths in situations other than within the classroom. All these activities provided by the school aid in our children's wellbeing.</p>	

Signed off by	
Head Teacher:	<i>D J Carr</i>
Date:	
Subject Leader:	<i>V Higginson</i>
Date:	
Governor:	
Date:	