

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](#).

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Details with regard to funding

Please complete the table below.

Total amount carried over from 2020/21	£ 0
Total amount allocated for 2021/22	£ 16,000
How much (if any) do you intend to carry over from this total fund into 2021/22?	£ 0
Total amount allocated for 2022/23	£ 16,000
Total amount of funding for 2022/23. To be spent and reported on by 31st July 2023.	£ 16,000

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	
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	77%
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	77%
What percentage of your current Year 6 cohort perform safe self-rescue in different water-based situations?	50%
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?	Yes

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:		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:
					%
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:	
Ensure pupils meet the expected swimming standard at the end of key stage 2 and have the necessary skills to swim confidently outside of school.	Weekly Swimming sessions through Everyone Active for all KS1 and KS2 pupils taught by qualified swimming instructors.	£2000	- Pupils benefit from having regular access to the swimming pool. - All of our Year 6 pupils have met the National Curriculum requirement to swim competently, confidently and proficiently over a distance of at least 25 meters, use a range of strokes effectively and perform safe self-rescue in different water-based situation. - Pupils can confidently swim outside of school.		
Further encourage opportunities for physical activity throughout the school week.	Weekly Football Enrichment activity led by trained coaches. Introduction of seasonal games during weekly Enrichment sessions including table tennis, cricket and tennis. Invest in outdoor sports equipment for	£2000	-Pupils develop in confidence and are able to take part in a physical activity of their choice during their free time. - Pupils are exposed to a range of physical activities as part of their PE curriculum and find one that they enjoy and are good at.		

	<p>pupils to use during break and lunch times.</p> <p>Utilise the outdoor gym equipment, climbing frame and trim trail and ensure that it is safe to use.</p>		<p>- Resources/available spaces are utilised and staff are able to lead on an activity that they are confident to teach.</p> <p>- Students are able to use the exercise equipment throughout the day, and have developed their confidence in PE lessons.</p>	
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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	
<i>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:</i>	<i>Make sure your actions to achieve are linked to your intentions:</i>	<i>Funding allocated:</i>	<i>Evidence of impact: what do pupils now know and what can they now do? What has changed?:</i>	<i>Sustainability and suggested next steps:</i>
Promote and maintain high standards and safe practice in all aspects and at all levels of physical education, school sport and physical activity, influencing developments at national and local levels that will impact on pupils' physical health and emotional well-being.	<p>AfPE Cluster Membership 2021-22</p> <p>Invest in equipment that supports staff to deliver creative, innovative and engaging PE lessons.</p> <p>Offer a range of clubs every week to advertise the range of sports available to children and engage as many children as possible. This should be informed by the pupils who can express which clubs they wish to see to ensure that clubs are meaningful.</p>	<p>£65</p> <p>£1000</p>	<p>- Sustainable legacy provided with proactive solutions.</p> <p>- Children and young people have the knowledge, skills and the physical health and emotional well-being to achieve the very best that they can.</p>	

Key indicator 3: Increased confidence, knowledge and skills of all staff in teaching PE and sport				Percentage of total allocation:
				%
Intent	Implementation		Impact	
<i>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</i>	<i>Make sure your actions to achieve are linked to your intentions:</i>	<i>Funding allocated:</i>	<i>Evidence of impact: what do pupils now know and what can they now do? What has changed?:</i>	<i>Sustainability and suggested next steps:</i>

<i>consolidate through practice:</i>				
Provide appropriate training/resources to support staff to improve their confidence in planning and delivering PE and sporting activities that promote physical literacy and key skills in PE.	Staff training on importance of physical literacy (https://www.physical-literacy.org.uk/course/ipla-foundation-course-in-physical-literacy/?v=79cba1185463)	£125	Improved confidence in planning and delivering PE lessons which aim to develop the fundamentals of PE. These skills include: agility, balance, coordination, speed and physical fitness.	
	PE and Sport resources	£450	Bank of resources developed such as games and lessons to use when promoting physical activity during break and lunch times.	

Key indicator 4: Broader experience of a range of sports and activities offered to all pupils

Percentage of total allocation:

Intent	Implementation		Impact	
<i>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:</i>	<i>Make sure your actions to achieve are linked to your intentions:</i>	<i>Funding allocated:</i>	<i>Evidence of impact: what do pupils now know and what can they now do? What has changed?:</i>	<i>Sustainability and suggested next steps:</i>
Provide regular opportunities for pupils to experience a variety of physical activities that have physical benefits as well as supporting with emotional well-being and regulation.	Weekly Horse Riding sessions through Epsom Riding School.	£1500	-Horse riding has improved fitness and well-being as well as offering opportunities for success and failure.	
	Weekly Climbing Sessions through White Spider.	£2350	- Climbing has helped to strengthen arms, legs and core as well as building strength, endurance and flexibility. It has also supported pupils with developing problem solving and communication skills. They are taking positive risks and challenging themselves by putting themselves out of their comfort zone.	

	<p>Monthly trampoline trip</p> <p>2 x Weekly trampoline sessions delivered by a trained instructor.</p>	£3000	<p>Trampolining has supported pupils with developing better balance, coordination and motor skills as well as providing sensory feedback for pupils who need it as part of their sensory diet and tools for self-regulation.</p>	
	<p>Weekly outdoor and adventurous activity visit for the Summer term to Walton Firs.</p>	£2400	<p>Pupils have engaged in a range of activities including high ropes, climbing, archery, survival skills and team building activities. This has provided opportunities for pupils to experience success outside of the classroom and has supported with transition by developing teams and relationships.</p>	
	<p>Circus skills workshop</p>	£400	<p>Pupils felt a sense of achievement and improved self-esteem as they were able to achieve what they thought seemed impossible. The games allowed participants to develop in a group and allow people to form respect for others. The workshop supported those with poor attention and to help stimulate both the right and left sides of their brain meaning improved co-ordination.</p>	

Key indicator 5: Increased participation in competitive sport				Percentage of total allocation:
				%
Intent	Implementation		Impact	
<i>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:</i>	<i>Make sure your actions to achieve are linked to your intentions:</i>	<i>Funding allocated:</i>	<i>Evidence of impact: what do pupils now know and what can they now do? What has changed?:</i>	<i>Sustainability and suggested next steps:</i>
Expose pupils to a range of competitive sporting activities that they can be participate in as well as spectate	Utilising Panathlon Sports events	£700	Pupils have enjoyed representing the school at a number of sporting events and have experienced competitive sport outside of the school environment. This also provides an opportunity to demonstrate fundamental skills such as balance, coordination, agility and fitness in a range of sporting activities/ events.	
	Wimbledon tennis tickets			

Signed off by	
Head Teacher:	Lynda Harris
Date:	July 2021
Subject Leader:	Oscar Sanders/Adam Brett
Date:	July 2021
Governor:	
Date:	