

# Evidencing the impact of the Primary PE and sport premium

Website Reporting Tool

Revised July 2021

Commissioned by



Department  
for Education

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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 2019/20	£0
Total amount allocated for 2020/21	£0
How much (if any) do you intend to carry over from this total fund into 2021/22?	£0
Total amount allocated for 2021/22	£17,410
Total amount of funding for 2021/22. To be spent and reported on by 31st July 2022.	£17,410

## Swimming Data

Meeting national curriculum requirements for swimming and water safety.  
Please report on your Swimming Data below.

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**

32%

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

32%

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

47%

**What percentage of your current Year 6 cohort perform safe self-rescue in different water-based situations?**

89%

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

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## 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		Date Updated: July 2022		
<b>Key indicator 1:</b> 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:
				<b>£2486</b>  <b>16%</b>
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: £2485.55	Evidence of impact: what do pupils now know and what can they now do? What has changed?	Sustainability and suggested next steps:

<p>Il children receive a minimum of 2hours PE per week. This is delivered by high quality teaching and gives children access to a wide range of areas of PE.</p> <p>Improved the provision of equipment to ensure that equipment meets the needs of all children, challenging the more able and scaffolding for the less able.</p> <p>Knowledge, and skills, are extended further with the addition of orienteering and increased physical activity skills, inside and outside the school grounds.</p> <p>Children are becoming more able in their own coaching skills through a playleader program.</p> <p>PE lessons are assessed on the first and last lesson digitally to record progress of children in this time and their improvement.</p>	<p>Wisewood curriculum map equips teachers with a 'road map' of what PE areas are being covered throughout the year. This is complemented with a progression of skills to support teachers in their PE delivery.</p> <p>Throughout the year equipment has been updated and replaced to support the curriculum and, where necessary, offer sports outside the school day.</p> <p>Where PE has been delivered for school CPD this has been practical to ensure teachers feel confident in reaching end points with their year group.</p>	<p>£159.95 (New equipment FS)</p> <p>£413.70 (Equipment KS1 and KS2)</p> <p>£1911.90 (Replacement of sporting equipment whole school facilities)</p>	<p>Children have built their skills in line with the curriculum progression map. This has helped children develop their skills further.</p> <p>Children are better able to understand the vocabulary used in PE (technical and body terms).</p> <p>Each teacher has had the opportunity to work with an outside sports coach to build on skills to deliver lessons</p>	<ul style="list-style-type: none"> <li>• Evaluation from school council was positive and feedback (especially relating to summer sports) and acted upon.</li> <li>• Digital assessment data is widely used throughout school and will develop further.</li> <li>• Teachers are feeling more confident in the delivery of PE</li> <li>• Further development of 'end points' for each year group</li> </ul>
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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:
				£5385
Intent	Implementation		Impact	34%
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: £5384.50	Evidence of impact: what do pupils now know and what can they now do? What has changed?	Sustainability and suggested next steps:
Continued development of the end points and progression map within the PE provision ensuring that all children are successful in their lessons to achieve this.	A structured development of end points across school in PE, coupled with the progression map, has been implemented in both KS1 and KS2 giving PE provision a raised profile.	£5384.50 (Beyond 4 Walls – Sports Education Services)	Teachers better understand the steps that are needed to improve the progression of children in PE. Especially as children move from FS, KS1 and KS2.	<ul style="list-style-type: none"> <li>• CPD discussions between phases to help further s children progress through school</li> <li>• Continued development of the outdoor learning approach</li> <li>• Refresh of playleader training on a more regular basis.</li> <li>• Training for lunchtime staff to support delivery of activities.</li> </ul>
A greater exposure to outdoor learning in and around the local area to develop a sense of active lessons. This has been provided by an external provider along with the class teacher.	Working specifically with an outside supplier to engage children in outdoor learning within walking and public transport distance. This has been better able to link PE to other subjects and give teachers confidence to include their own outdoor learning in lessons.		Children have the opportunity to be able to explore their local area on foot creating a way of children continuing with their own physical activity outside of school.	
Provision at social times has improved throughout the year with the sustained introduction of playleaders from UKS2 who have been trained to deliver sports to children at social times. New equipment has been purchased so that children are able to access a wider range of sports at social times.	New equipment has been purchased so that children are able to access a wider range of sports at social times which is used both at break and lunchtimes.		Children play competitively together with equipment provided with playleaders and teachers increasing their access to physical activity.	

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Key indicator 3: Increased confidence, knowledge and skills of all staff in teaching PE and sport				Percentage of total allocation:
				<b>£3735</b>
Intent	Implementation		Impact	<b>24%</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:	Make sure your actions to achieve are linked to your intentions:	Funding allocated: £3735	Evidence of impact: what do pupils now know and what can they now do? What has changed?	Sustainability and suggested next steps:
<p>Each teacher, in school, has had the opportunity to work with a qualified sports coach to improve their skills in the delivery of PE in their year group.</p> <p>At the start and mid-point of the academic year teachers have been given CPD to support their continued development. This has offered practical advice on issues that teachers were experiencing.</p> <p>An outside trainer has, with teaching staff, been on school trips in the local area and in school to further support the development of staff.</p> <p>School council have been surveyed with regards activity and PE within school and their feedback acted upon for the improvement of provision in school.</p>	<p>Sports coaches working with staff have offered a wide range of sports that have supported children with a wide range of abilities.</p> <p>CPD offered has been both formal and informal. In formal training teachers have had the opportunity to ask questions and have access to the progression map so that they are able to deliver appropriate lessons. Informally teachers have access to the PE lead to ensure that they are confident with the content they are delivering.</p> <p>An outside trainer has delivered engaging and appropriately differentiated lessons across school.</p> <p>As part of continuing to include child views children have feedback about physical activity in school which has led to changes in school.</p>	<p>£1955 (Archers Sports development program)</p> <p>£1780 (Archers Sports Program)</p>	<p>An improved confidence in staff delivering the PE curriculum across school.</p> <p>A better access to the PE curriculum which has led to an improved delivery of PE which has joined up sports from KS1 to KS2.</p> <p>The opportunity of children being better able to continue physical movement outside of school.</p> <p>Including children in the feedback of PE has helped PE lessons to be more reflective of children's views.</p>	<ul style="list-style-type: none"> <li>• Continue with keeping skills refreshed in the next academic year</li> <li>• Continue with promotion of physical activity outside school.</li> <li>• Ensure child views are listened to as the PE curriculum develops.</li> </ul>

Key indicator 4: Broader experience of a range of sports and activities offered to all pupils				Percentage of total allocation:
				£2400
Intent	Implementation		Impact	15%
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: £2400	Evidence of impact: what do pupils now know and what can they now do? What has changed?	Sustainability and suggested next steps:
<p>Children are presented with a certificate weekly from the playleaders (children) for their contribution to sport that week.</p> <p>University of Sheffield have delivered lessons in mainstream and outlier sports to raise the profile of sports to children which are played at a university level.</p> <p>Network meetings amongst schools to share ideas and good practice along with development of an overarching physical activity plan.</p> <p>Physical activity in the local community through exploring local areas on foot by children and an outside agency.</p> <p>Afterschool clubs have been offered throughout the year to develop children in a specific</p>	<p>Children being included in the delivery and recognition of sports in school is one area that was used from the school council feedback.</p> <p>Having skilled students deliver sports that they are passionate about has had a positive effect on children. Children not only have experienced sports that many were unfamiliar with so have development new skills but this has also facilitated an interest in a wider range of sports for children.</p> <p>Seeing how other schools plan and deliver their activity provision has widened the school's sports horizon to consider implementing new areas in school.</p> <p>Children accessing their local areas has been key to developing physical activity beyond the school day.</p> <p>Children have been offered a range of sports clubs' afterschool to further develop their skills.</p>	<p>£200 (Access to Yorkshire Cricket Day)</p> <p>£1275 (Sheffield United sports and afterschool clubs)</p> <p>£925 (Sheffield Eagles Foundation Program)</p>	<p>Engagement of pupils and parents to share in their child's achievement in school.</p> <p>Children have taken up sports offered by students outside school (Women's Rugby) where they can now develop their skills further.</p> <p>A broader approach to how school looks at, and delivers sports in school.</p> <p>An increase of parents and children engaging in physical activity in their local community.</p> <p>An improvement in specific skills delivered to a small group of mixed ability students throughout the year.</p>	<ul style="list-style-type: none"> <li>• Develop playleaders to support more activities at social times</li> <li>• Increase use of the university student program to extend to healthy eating alongside physical activity</li> <li>• Develop relationships with other school both inside and outside of cluster.</li> <li>• Further improve this offer to improve parent engagement.</li> <li>• Increase the number of afterschool clubs for the new academic year.</li> </ul>

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Key indicator 5: Increased participation in competitive sport				Percentage of total allocation:
				<b>£1728</b>
Intent	Implementation		Impact	<b>11%</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:	Make sure your actions to achieve are linked to your intentions:	Funding allocated: £1727.59	Evidence of impact: what do pupils now know and what can they now do? What has changed?	Sustainability and suggested next steps:
Each year taking part in competitions throughout the year. These have been in a wide range of sports and physical activity from football to dance.	Children have participated in a range of different sports competitions throughout the year. These have been within the cluster groups of schools and outside of this to raise the profile of competitive sports for children.	£455 (Pitch hire for intra- sport competitions)	A wide range of competitions attended where children have learned the skills of competing and sports etiquette on a wider basis.	<ul style="list-style-type: none"> <li>• Competitions with cluster schools increased</li> <li>• Competitions outside of cluster group increased</li> </ul>
Children using competition skills to continue their participation in sport outside of school to continue with competitive sport development.	Children build on skills learnt in lessons to develop further in their chosen sport. This has meant that children have developed skills in school timed to be ready for competitions.	£125 (Sports hall rental)	Children have signed up to play different sports for teams outside of school. Children have been successful in this from both KS1 and KS2	
		£134.59 (Sports Day events)		
		£218 (Event travel)		
		£795 (EIS hire)		

Signed off by	
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Date:	21 <sup>st</sup> July 2022
Subject Leader:	Jon Jones
Date:	21 <sup>st</sup> July 2022

Created by:  **Association for Physical Education**  **Active Partnerships**  **YOUTH SPORT**

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