

# 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](http://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 2020/21	£ 4,809
Total amount allocated for 2021/22	£ 16,748
How much (if any) do you intend to carry over from this total fund into 2022/23?	£ 0
Total amount allocated for 2022/23	£ 0
Total amount of funding for 2021/22. To be spent and reported on by 31st July 2022.	£21,557

## 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><b>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</b></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><b>N.B.</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.</p> <p>Please see note above</p>	88%
<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>	88%
<p><b>What percentage of your current Year 6 cohort perform safe self-rescue in different water-based situations?</b></p>	88%
<p>Schools can choose to use the Primary PE and sport premium to provide additional provision for swimming but this must be for activity <b>over and above</b> the national curriculum requirements. Have you used it in this way?</p>	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: 2020/21		Total fund allocated:		Date Updated:	
<b>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</b>					Percentage of total allocation: 9%
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?:	
Introduce the Daily Mile during Playtime and Lunchtimes with staff.	Introduce weekly during lunchtime, extend to extra session during PM break in lessons weekly		£0	Enthusiasm to join during lunch and break times.	
Organised physical activities during break time lead by play leaders	Staff work with play leaders to organise rotas, activities and meet weekly to discuss next steps.		£ 0	Pupils selecting to be physically active during their break times	
Organised lunch provision provided during lunch times by sports coaching staff held during 2 lunchtimes	Premier sport to provide a range of sporting activities LJ Sports Coach to plan and arrange Sports during lunchtime weekly (1 X LKS2 1 X UKS2) JT lunchtime play leader to deliver and lead other sporting games.(Target FS2 and KS1)		£374.40 Approx. £400 £1,090.44	Pupils engaging in Coach/adult lead break time activities. Pupils offering own ideas to extend opportunities.	
				Sustainability and suggested next steps:	
				Reintroduce the lunch time session and increase to twice a week to coincide with wearing of sports clothing	
				Extend the opportunities so range of activities that all can engage in. Pupil voice to share ideas for play leaders. Year 6 play leaders to be mentored	
				Use the skills learnt to select these sports next year, pupils to provide model for younger members. Staff to oversee that this provision is accessed. Identify and work with focus children to be encouraged to join in	

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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:
				25%
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:
All pupils to work together as team to develop inter personal cooperation, developing behaviour across school. SIP priority	Provision of team building physical learning weekly by sports coach.	£ 1,120	Pupils' cooperation and behaviour improved as identified in SEF and external visits from Governors, SNMAT improvement officers.	School staff to implement team building physical learning into lesson plans that span the teaching curriculum
Pupils to be aware of the potential and opportunities that a sporting lifestyle can offer	Aspirational assemblies to provide figures who have had sporting lives and experiences Boxing, sprinting, swimming, cycling  Engage in martial arts session (taekwondo)	£ 950  £150	Pupils identified and saw these people as role models. Engaged and had aspirations to compete in a chosen field.	Develop connections with sporting role models in the community.
All pupils to engage in a day's outdoor activity centre learning. Using skills learnt during the year's team building physical learning	Whole school engagement in outdoor activity centre. Each pupil to engage in 3 different opportunities extending.  End of year climbing session for Year 6 to embed skills learnt on the activity day.	£ 3,792.88 (extra staffing to accompany TA (additional hours) +teacher Approx. £235  (minus 1,000 donation)  £201.34	Pupils' feedback demonstrated increased confidence to explore new and unknown physical opportunities. Pupil's extended their learning many engaging in physical activities that they were unsure about.	To explore outdoor learning opportunities that enhance self-awareness and self-belief. Extending the cultural capital in particular those in UKS2

Key indicator 3: Increased confidence, knowledge and skills of all staff in teaching PE and sport				Percentage of total allocation:
				58%
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:
All students to have high quality PE lessons with all members of staff. Pupils to access teaching that provides coverage of the NC and beyond.	Staff to follow planning model that offers a varied and wide breadth of learning over the year.	£ 0	PE sessions are sequential and build on prior learning.	Staff to use model provided by sports coaches to extend own practice. To use feedback to identify pupils needs and next steps both as a whole class, group and on occasions individual needs.
Staff to engage in orienteering CPD to extend learning opportunities for pupils. Expanding the diet of PE provided.	Attend orienteering CPD, the installing of orienteering signs around school that allow the teaching modelled during the CPD session	£1,896	Staff are ready to engage in the teaching of orienteering for the next academic year.  Staff trained in using online Orienteering package (Enrich Orienteering) and site maps, allowing them to adapt other teaching plans to incorporate sport and orienteering within their wider curriculum sessions.	Staff to implement the orienteering model and implement during the planned curriculum in addition to planned PE sessions.
All pupils to engage in weekly 'dance sessions'	Staff to support external provider so that learning for future years to provide own dance teaching sessions	£ 6,000	Pupils fully engaged in sessions. Pupils shared learning to the rest of the school. Due to COVID restrictions the invitation to the wider community needed to be postponed. The recording and sharing with parents had a positive response.	New staffing in the following year will need to ensure that learning can be disseminated so that new teaching staff are able to access lesson models. Continued provision by external dance provider may be required.

All pupils to engage in sporting provision by weekly PE sessions provision 2 0.5 days per week (premier sport for ½ term, PE staff 2 ½ terms)	Staff to support external provider (premier sport) so that learning for future years to provide own PE teaching sessions	Premier sport £2,536.94  PE staff Approx £2,000  TA staff to support and learn  Approx. £600	Pupils engaged and enjoyed learning different sports. Staff became more skilled at delivering	Staff to lead hockey, tennis sessions in the coming year.  Extra provision to extend sporting knowledge
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**Key indicator 4: Broader experience of a range of sports and activities offered to all pupils** Percentage of total allocation:  
5%

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 reintroduce a programme of enrichment which offers extracurricular sporting activities	Sports coaches to provide extracurricular clubs twice weekly.  Multi-skills, football	Approx. £1,000	Pupils who attended the sessions benefitted and added to their PE experiences.  More engagement would benefit both other pupils and those who attend	New staff to provide football coaching and includes inter school league.  Extend the variety of opportunities of sports extracurricular events.  Target pupils to attend sessions  Intra school competitions to engage those who are unable to access away games

Key indicator 5: Increased participation in competitive sport				Percentage of total allocation:
				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:
Whole School Sports Day – held in July EYFS own event.	All students to participate in a wide range of sports that have been learnt during the prior athletics block of teaching provided by sports coach School event organised by sports coach, EYFS organised by class teaching staff and extra TA staffing	£60  Staffing TA (additional hours) +teacher  Approx. £150	Pupils demonstrated team skills and demonstrated their sporting skills and knowledge learnt during the athletics lessons prior to the event. Those parents and community that attended commented on the engagement and enthusiasm of pupils.	Sports coach to support school staff in the organising and running of the event.  To engage in inter-school sporting events.

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