

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. The 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 onwards 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.**



Details with regard to funding

Please complete the table below.

Total amount carried over from 2019/20	£ 6,817
Total amount allocated for 2020/21	£ 25,467
How much (if any) do you intend to carry over from this total fund into 2021/22?	£ 0
Total amount allocated for 2021/22	£ 19,300
Total amount of funding for 2021/22. To be spent and reported on by 31st July 2022.	£ 19,300

Swimming Data

Please report on your Swimming Data below.

Meeting national curriculum requirements for swimming and water safety.	
What percentage of your current Year 6 cohort swim competently, confidently and proficiently over a distance of at least 25 metres?	53%
What percentage of your current Year 6 cohort use a range of strokes effectively [for example, front crawl, backstroke and breaststroke]?	41%
What percentage of your current Year 6 cohort perform safe self-rescue in different water-based situations?	37%
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 - £1,092 = 5.65%

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: £19,300		Date Updated: 12/07/22	
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: 12.44%
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:		Evidence of impact: what do pupils now know and what can they now do? What has changed?:	
<ul style="list-style-type: none"> - To engage all children in at least 30 active minutes per day. - To engage least active children in delivering Active 30. - To promote healthy lifestyles for all children. - To provide a wider range of after school clubs to increase participation levels. 		<ul style="list-style-type: none"> -KS1 children to begin each day with Jump Start Jonny (10mins of strenuous dancing + cool down). Active Maths/Literacy timetabled in for all children throughout the week. Research into new ways of encouraging and implementing Active 30. Sports/playground Leaders (trained) to deliver personal challenge activities on a rotation basis to engage as many children as possible in physical activity. Sports Coach to deliver clubs to engage as many children as possible in physical activity. Provide a range of clubs to entice the least active. Highlight least active and 		£2400 <ul style="list-style-type: none"> - All children are engaged in physical activity throughout the day. - Children challenged to be physically active throughout the day, during lessons and at play times. - SEND children accessing more sporting opportunities with staff training and equipment purchased. - Least active children targeted with Change 4 Life Club during lunchtime x1 per week. Activall interventions and Active Laths/literacy lessons also continuing. - Increase in numbers of children trying new sports in after school clubs, including inclusive sports. 	
				Sustainability and suggested next steps:	
				<ul style="list-style-type: none"> - Continue to employ sports coach to ensure active 30 and variety of after school clubs continues. - Playground leaders, activators and lunchtime supervisors to be trained in ensuring active break times - To use staff more as active role models for children. - To celebrate participation in physical activity and PE more. - Sports Leadership training ongoing. - Use of active videos for beginning of the day in KS2 	

	target these for lunch time clubs. After school club taster sessions run by sports coach to enthuse children. Equipment purchased to offer more inclusive sports			
Key indicator 2: The profile of PESSPA being raised across the school as a tool for whole school improvement				Percentage of total allocation: 15.67%
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:
<ul style="list-style-type: none"> All pupils and staff will further develop an awareness of the importance of PE and physical activity on both physical and mental health. Opportunities to celebrate PE and physical activity of both staff and children more often. Opportunities for more children to be involved in competitive sport. More children actively participating in physical activity at lunchtimes and playtimes. 	<p>Staff CPD on the positive effects of PE on both mental and physical well-being.</p> <p>School games boards in place to celebrate participation in PE.</p> <p>Regular blogs</p> <p>Class Dojo used to celebrate physical activity achievements and participation in PE. Also used to link community sports providers.</p> <p>More taster days for all children to give experience of new physical activities.</p> <p>Local links with clubs in the community to encourage more children to be more active throughout their day.</p>	£3025	<ul style="list-style-type: none"> Staff commitment and increased opportunities for children to be active during the school day More opportunities for PESSPA to be celebrated and shared with adults and children within school but also with families. More children than ever being physical active on a lunchtime Increased participation in clubs with all places taken for after school clubs. To ensure inclusivity of all clubs and PE lessons. 	<p>To continue to build links within the community to clubs that the children could access when not in school.</p> <p>To hold a termly intra school competition to promote being active and competitive sport within school.</p> <p>Use local links to use facilities to offer our children new experiences related to physical activity.</p>

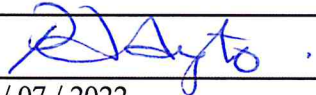


	<p>Sports clubs offered with qualified sports coach free of charge to target PP children and least active.</p> <p>The purchase of new equipment for a wide variety of clubs to encourage participation.</p>		<ul style="list-style-type: none"> Increased participation and decreased behavioural incidents 	
--	---	--	---	--

Key indicator 3: Increased confidence, knowledge and skills of all staff in teaching PE and sport	Percentage of total allocation:
	41.45%

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?:
<p>Staff CPD in areas identified by teachers</p> <p>Teaching of PE is outstanding and consistent across the school</p>	<ul style="list-style-type: none"> Dance coach to deliver curriculum as CPD for class teachers Active Maths and Literacy lessons used for all children initially and then targeted children within year groups. Coaches to deliver net and wall games, gymnastics, striking and fielding games and disability sports to children in conjunction with class teachers. Sports Coach to work with teachers when planning and delivering outstanding PE lessons to all children as CPD for teachers. 	£8000	<ul style="list-style-type: none"> Children actively engaged in lessons. Improved attitude to PE and more enjoyment and awareness of benefits. Teachers more confident to deliver lessons across the school. Lesson observations identify consistency of approaches and good progress. Standard of PE is raised across the school. More children accessing before and after school clubs as offer of clubs has increased and free of charge. Least active children targeted for Active Maths and Literacy.
			<p>Sustainability and suggested next steps:</p> <p>Further training for staff identified by them.</p> <p>Use of sports coach to aid planning and delivery of outstanding PE.</p> <p>To find new ways of implementing the Activall boards into lessons/interventions.</p> <p>Resume Active Maths and Literacy lessons. Use ideas throughout the curriculum.</p>

Key indicator 4: Broader experience of a range of sports and activities offered to all pupils				Percentage of total allocation: 16.86%
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:
<p>To ensure that there is the necessary sports equipment to be able to deliver outstanding PE lessons.</p> <p>To ensure all children can access the same PE lessons and that there is equipment available which makes all lessons inclusive.</p> <p>Additional achievements:</p>	<p>Free extra-curricular sports clubs led by qualified sports coach.</p> <p>Inclusive sports equipment purchased – disability sports offered to all children.</p> <p>Sports ambassadors used to promote sports clubs.</p> <p>Free of charge clubs offered to all year groups incl EYFS. PP and least active children given priority.</p>	£3253	<p>Extracurricular sports clubs places have been fully allocated throughout the year.</p> <p>SEND children using inclusive equipment during PE lessons and seeing an improvement in performance.</p> <p>Children much more active during PE lessons with the increase in equipment.</p>	<p>Teachers/TA's to deliver more extra-curricular sports clubs.</p> <p>More clubs offered during school time to continue to target least active children.</p>

Key indicator 5: Increased participation in competitive sport				Percentage of total allocation:
				7.93%
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 children to have experience of competitive sport before leaving KS2. To give as many children as possible the opportunity to represent the school in inter-school sports competitions.	Competitive elements integrated into PE lessons. PE curriculum targeted at the progression of skills so that children become competent with these. More B and C teams taken to sporting events.	£1530	The resumption of inter-school sports competitions. A greater number of children experiencing sporting competitions and representing their school. Children becoming more competent in certain skills and performance levels increasing. More children signing up to extra-curricular sports clubs.	To build links within the community to get more children accessing sports in their free time. To introduce intra-school sports competitions. To continue to compete at a high level.

Signed off by	
Head Teacher:	
Date:	19 / 07 / 2022
Subject Leader:	
Date:	19 / 07 / 2022
Governor:	
Date:	19 / 07 / 2022