

Evidencing the impact of the Primary PE and sport premium

Website Reporting Tool

Revised July 2021

Commissioned by



Department
for Education

Created by



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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 | £17130.00 |
| How much (if any) do you intend to carry over from this total fund into 2022/23? | £0 |
| Total amount allocated for 2022/23 | £10033.00 |
| Total amount of funding for 2022/23. To be spent and reported on by 31st July 2023. | £10033.00 |

Swimming Data

Please report on your Swimming Data below.

| | |
|--|---|
| Meeting national curriculum requirements for swimming and water safety. | (self-evaluation) |
| 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 | 84% 3 non-swimmers 16 swimmers |
| 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 | 68% |
| 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 | 57% |
| What percentage of your current Year 6 cohort perform safe self-rescue in different water-based situations? | 79% |
| 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 (2 year groups attend swimming lessons) |

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 <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: | |
| | | | % | |
| 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: |
| Playtimes-more focused physical led activities/ Rainbow Club/ practise for inter-school competitions | Coach to lead/support games during lunchtimes. Rainbow Club led by playground leaders (rota) | Legacy package | More children will spend more time active | Develop a leadership role for pupils so that they can lead playtime activities. |
| Sporting Age completed to support planning and assess progression | Planned Sporting Age sessions (Autumn 1 and Summer 1) delivered by Sports coach | | Monitor progress using baseline assessment (Reception- Year 6) | Ensure all children have access to fitness-based sessions |
| Whole afternoon class PE sessions taught by Legacy coach | Meetings with Legacy to ensure planning shows progression and covers all the progression map objectives. | | Children to receive high quality PE lessons | |
| YogaBugs completed at the start of each day | Timetabled by all classes | None | Children to have a positive start (physically/mentally) at the beginning of each day | |

| 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 | |
| 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: |
| Sport update on school newsletter/class half termly information sheets (School Games mark on letters) | Update school newsletter with some sports posts added (comments from children competing in the competitions) | None | Parents and the wider community will be aware of the sporting activity of the school | Feedback from parents/carers (from attending the event) Year 6 children to lead KS1 event Feedback from children |
| Photographs and information on the PE noticeboard | Ensure the noticeboard is updated with feedback from children and competition updates | None | Participation of the whole school, positive response from parents/carers, opportunities to take part in sports events in and outside of school | |
| School Games Sports Day (July 2023) | Leadership time to organise the event | Class cover | | |
| Competitions/events to take place during the school year (Santa Dash/Balance Bikes) | Regular contact with SGO | | | |

| Key indicator 3: Increased confidence, knowledge and skills of all staff in teaching PE and sport | | | | 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: |

| | | | | |
|--|---|---------|---|--|
| Legacy sports coach enhancing the provision, planning, delivery and assessment of PE across all classes in school by teaching children and working with school staff | Observations of Legacy coach at least once/half term (all classes) Team-teach alongside coach to build confidence, knowledge and skills Lessons planned by coach and teachers | £17,000 | Increased confidence and self-esteem. The enjoyment of PE participation in wider activities | All teaching staff to deliver to high quality PE lessons |
| Display Learning Objective and Key Vocabulary at the beginning of each lesson, then again at the end | Provide a display board to share lesson outcomes | | With confidence, pupils to share the outcome of each lesson | Pupils to retain new learning |
| Physical Literacy Programme | Sporting Age | | Ensure pupil are tracked and reaching their full potential | Identify where children have gaps and need upskilling |

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

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: |
| Bikeability | Children to learn to ride a bike confidently | £40 per head | Build confidence when learning to ride a bike | Support staff/CPD |
| After school clubs (Monday, Tuesday and Wednesday) | Children to take part in sports/activities outside curriculum time | £3150 | Increase participation and enjoyment outside of school | |
| Balance Bikes (Reception/Year 1) | Children to ride a bike without support | | Build confidence when learning to ride a bike | |
| Organise a dance workshop for whole school | Children to experience dance outside their PE lessons | £220 | Create a wider interest in dance | |

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| Key indicator 5: Increased participation in competitive sport | | | | 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: |
| Give opportunities for children to compete in a range of sports against other schools/organise intra-school competitions (Santa Dash) | Take part in events on the SSP calendar | None | An increase in the number of children participating in sports competitions Develop children's confidence | Children to have an interest for sport outside PE lessons |
| Form a link with an outside club | Provide an afterschool club | None | Higher participation in intra-school competitions / widen interest | |

| | |
|-----------------|-------------------------------|
| Signed off by | |
| Head Teacher: | |
| Date: | |
| Subject Leader: | A. Limon |
| Date: | 3 rd February 2023 |
| Governor: | |
| Date: | |