

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 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 2019/20	£17,800
Total amount allocated for 2020/21	£17,790
How much (if any) do you intend to carry over from this total fund into 2021/22?	£2480
Total amount allocated for 2021/22	£17,770
Total amount of funding for 2021/22. To be spent and reported on by 31st July 2022.	£20,250

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>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</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>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.</p> <p>Please see note above</p>	100%
<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>	100%
<p>What percentage of your current Year 6 cohort perform safe self-rescue in different water-based situations?</p>	100%
<p>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?</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: 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: 22%	
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?:	Sustainability and suggested next steps:
-Through the cluster provision we have access to the Active Maths resources to get children moving during maths lessons.	-Maths lessons will become more active, especially for the SEN and WB attainment groups.	£3500 for the cluster membership	-Maths knowledge has improved. Children are moving more during maths lessons and clocking up active minutes.	-Staff to be using these resources more within maths across all ability groups, especially SEN and pupil premium children.
-Introduced the 'Daily skip' as an alternative to the 'Daily Mile.'	-All classes taking part in the Daily skip through 10 minute skipping sessions throughout the day.	£280 for skipping ropes	-Children are developing and improving basic jumping skills, as well as foot-eye coordination. They are also improving their fitness and increasing their daily active minutes.	-Continue the 'Daily skip' and introduce the 'Daily Mile' for some year groups.
-Playtime leaders training	-Through the cluster, Year 5 children trained as Playtime leaders.	Within cluster funds	-Children are more active during lunchtimes.	-Train more children within Year 4 to support KS1 children at playtimes too.
-Widen lunchtime and after school club offer	-Increase the lunchtime clubs and promote more. Encourage local sports clubs to lead a club at our	Within cluster funds and local sports contacts	-Children more active during the day and more likely to continue and maintain healthy choices.	-Speak to the School Parliament to tailor the clubs more towards children's

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-Introduce half termly virtual sports competitions for children to take part in during the holidays.	school. -Use PE lesson to promote 60 second activities that children can do at home. Use Seesaw to record physical activity.	-None	-Reaching those children that want to take part in competitions. Children making their own choices about being active.	current sporting interests, but to also link PSHE areas. -Whole school sponsored sports event. E.g, bike ride, swim, run etc.
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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:
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:
-Developing playground leaders	-Playground leaders to encourage more active lunchtimes through games.	Through cluster provision – training £50 for resources	More children choosing to be active and feeling the benefits.	-Playground leaders train younger children to take the lead. -Further developing leadership skills.
-Developing Sports leaders	-Sports leaders developing and leading lunchtime clubs.	£704 for resources	More children have a focus to their active lunchtimes. UKS2 children developing leadership skills.	Developing sports leaders within the different Key Stages (LKS2 and UPKS2).
-Raising the ‘Be active’ profile across our school. Trialling/creating an award scheme for activity.	-Whole school approach to being active. High expectation that everyone takes part in physical activity. E.g – Similar to ‘Get Set Tokyo’ whole school Olympic theme.	£20 for resources/awards	Subject lead to research schemes and develop a similar scheme across the school during the Spring or Summer terms.	Reflect on the ‘Be active’ approach in our school and evaluate and develop to encourage more activity. Tracking 7 children across each year group based on ability, SEN and PP.

-Raising the need for physical activity breaks during lessons	-Introducing 'Daily Skip' and encouraging staff to do class 'Dance and movement' activities daily.	Resource spend allocated in previous section.	Children will be more alert during lessons and attainment will improve. Each child's daily active minutes increasing.	Active breaks – using daily skip/fundamental skills. Children can feel and talk about the benefits of physical activities and can explain how it has improved their school work.
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Key indicator 3: Increased confidence, knowledge and skills of all staff in teaching PE and sport	Percentage of total allocation:
	59%

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?:
-CPD training for Active Maths.	-Making staff aware of the resources available and how to use them. To encourage active lessons, especially for the youngest children, LA and SEN.	Through the cluster provision	-Children will become more active throughout the day and will want to be active due to feeling the benefits on health and mind.
-Through the cluster – CPD through observation of class sports. E.g – 6 week cricket coaching, 6 week rugby coaching, 6 week gymnastics coaching	-All classes will have access to at least one 6 week block of sports with a sports coach.	Through the cluster provision -£50 for resources	-Staff will feel more confident in delivering a wider variety of sports. Staff can signpost 15% of children across the school to local clubs.
-Through local sports clubs – Tennis club (Year 4)	-Some teachers working alongside local sports coaches to teach specific sports. Children becoming	£300	-Children have access to a full-time tennis coach and staff develop CPD in the area,
			-50% of maths lessons have an active element within them.
			-Staff will be confident at teaching these sports as after school clubs, which would widen our club provision and attendance will increase by 10%.
			-Staff are able to train other members of staff and run a lunchtime or an after-school

	more passionate about a sport.		developing their confidence to teach it. 10% of the children joining the local club.	club.
-Through weekly swimming lessons with a lead swim instructor.	-3 members (38%) of staff working alongside pool swim teacher weekly, including drivers.	£900	-Children become better swimmers through practising different swimming drills.	-Staff members can teach other members of staff and develop their confidence in teaching swimming with their year group.
-Continued employment of high level sports coach – core lessons	-Sports coach 'deliver high quality PE provision and develop teacher's skills and subject knowledge, as well as providing lunchtime sports clubs and detailed assessment of children's sporting ability.	£10,000	-10% increase in pupils taking part in a lunchtime club. -75% of the school achieving expected or greater depth in sports across the year.	-Developing the role of sports leaders to run lunchtime clubs when coach is not in school under the supervision a class teacher. In turn developing leadership and umpiring skills.
Specific coaching and CPD for orienteering	Providing CPD orienteering training to staff. Leading sessions whilst staff observe.	£610	-Staff more confident at the various ways to teach orienteering across the whole school.	-Staff to utilise these skills in the next academic year and assess a cross section of children in this area.

Key indicator 4: Broader experience of a range of sports and activities offered to all pupils Percentage of total allocation: 20%

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>- Continue to offer a wider range of activities both within and outside the curriculum in order to get more pupils involved.</p>	<p>-Sharing skills and specialisms amongst staff – paired teaching where possible for subject specialisms e.g – girls football, gymnastics, swimming</p>	<p>HLTA daily rate for cover Total: £538</p>	<p>-Children understand achievements from first hand experiences staff have had -Children are more enthusiastic about these sports - 4 more staff involved in extra-curricular activities and all teachers feel more confident teaching new activities. - 2 new clubs (Orienteering (girls football) and cycling) running with an uptake of over 15 -20 pupils attending each club, each week -Staff upskilling by observing one another</p>	<p>Staff to undertake training in new sports within the MAT to enhance our Primary curriculum.</p>
<p>To attend appropriate, enjoyable programme of competitions and festivals for pupils of all abilities at a school, local and/or county level.</p>	<p>Utilise the local providers and specialist to broaden the range of activities the pupils have on offer.</p>	<p>Within Leadership Role</p>	<p>-Children feel empowered and listened to and are more involved</p>	<p>Subject lead to work with local cluster and MAT to continue to provide competitions and festivals.</p>
<p>- Focus particularly on those pupils who do not take up additional PE and Sport opportunities</p>	<p>-Subject leader to conference a cross section of pupils to ascertain what pupils would like.</p>	<p>Within leadership role</p>	<p>-Children feel empowered and listened to and are more involved</p>	<p>Annual subject meeting with School Parliament, play leaders and sports leaders to plan for the next year to engage more children.</p>
	<p>-Subject leader to monitor club attendance and identify those who are not involved in any sports clubs.</p>	<p>Within leadership role</p>	<p>-To identify areas for improvement across the school – themes to develop</p>	<p>As above</p>

<p>-Organise Year 6 beach water sports day</p> <p>-All year groups taking part in weekly Forest School sessions.</p>	<p>-Subject leader to monitor P.E assessment sheets across the school to monitor children's progress and identify areas of weakness to inform next year's planning</p> <p>-Year 6's attending a class trip to the beach where they experience paddle boarding, kayaking and surfing.</p> <p>Children are active across the curriculum and are learning about their bodies capabilities.</p>	<p>Within leadership role</p> <p>£517</p> <p>£3000</p>	<p>-Subject lead can easily identify those who need additional support and those that may be gifted in a sporting area.</p> <p>-Children's awareness of the water and water safety will further develop.</p> <p>-Children's activity levels are broadened and varied.</p>	<p>As above</p> <p>Children are more confident in the open water and learn more water safety rules and measures</p> <p>Planning with Forest School lead to include more active minutes during sessions and to make these lessons more cross curricular, so a physical element is included in all lessons.</p>
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Key indicator 5: Increased participation in competitive sport				Percentage of total allocation:
				Within previous sections
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:
-Increasing participation in the School Games with the aim of achieving the Gold level award.	-Increased participation in competitions across the school and within the MAT	Within cluster and school provision	More children will take part in friendly tournaments, festivals and competitions across the school and the MAT.	-Continue to strive for success in other awards and sporting schemes, such as My personal best.
-Increasing SEN participation of festivals and competitive sports.	-SEN children taking part in festivals and competitive sports events organised by the cluster to ourselves with other schools within the MAT	Within cluster and MAT provision	-Children feel empowered and want to do more sports.	Organise similar events for schools within the local area and especially across our MAT.

Signed off by	
Head Teacher:	Adam Anderson
Date:	20/07/22
Subject Leader:	Hayley Wherry
Date:	20/07/22
Governor:	Gail Terry
Date:	20/07/22