

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](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](#).

Created by:



Supported by:



Details with regard to funding

Please complete the table below.

Total amount carried over from 2020/21	£0
Total amount allocated for 2021/22	£17741
How much (if any) do you intend to carry over from this total fund into 2022/23	£7670
Total amount allocated for 2022/23	£17806
Total amount of funding for 2022/23. To be spent and reported on by 31st July 2023.	£25476

Swimming Data

Please report on your Swimming Data below.

Meeting national curriculum requirements for swimming and water safety. 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	70%
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	73%
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	73%
What percentage of your current Year 6 cohort perform safe self-rescue in different water-based situations?	100%
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/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: £17650	Date Updated: 3.12.21	
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: % 50
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:
- Sports Plus coaching to drive high standard and encourage all children to be physically active. - Development of provision at break and lunchtimes, through resources investment in suitable resources to facilitate physical activity. - Develop opportunities during the school day for children to be physical active outside of PE lessons.	- Liase with Sports Plus coach about pedagogical approaches to physical education. Discuss with class teachers about how to verbally support children in taking part in physical activity. - Purchase equipment such as tennis balls, racquets, frisbees, pogo sticks, that each class keep with them in class. - Share with class teachers free resources that encourage active lessons. - Breakfast club to deliver daily active starts, such as 'Wake up Shake up'.	£ £2413 £0	- Use of half termly assessment to identify which children need further targeting. Lesson observations Children to be visibly enthused and excited about PE and physical activity. - Children taking part in a range of activities at break and lunch time. Enough equipment for all children to use. Class teachers promoting use of equipment daily. - Active lessons taking place in different areas of the curriculum. Teachers demonstrate that they understand the value of children being active participants in their learning.	- High quality PE sessions lead to children who are more likely to hold a passion for physical activity. - Ensure this equipment is well maintained – with support of play leaders. - Free lesson plans can help demonstrate to staff and children the cross curricular nature of physical activity – it is not just one subject.

Created by:



Supported by:



- Older KS2 children to play an active role in the provision of break and lunchtime physical activity. - 1 week of booster swimming sessions for Y6 in summer term.	Purchase Play Leaders programme to be delivered by Sports Plus and PE Lead. Book lessons and travel for booster swimming lessons.	£723 £1860	Passionate children enabled and trained to become successful play leaders. More children involved in physical activity due to their peers. More % of children able to swim 25m More % of children able to perform safe self rescue	Play leaders to be delivered to Y5 each year to keep a constant supply of leaders. Budget to be allocated to this yearly – opportunity to reevaluate/boost children’s water literacy .
--	---	--------------------------	---	--

Key indicator 2: The profile of PESSPA being raised across the school as a tool for whole school improvement

Percentage of total allocation:

%0

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:
N/A	N/A	N/A	N/A	N/A

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

Percentage of total allocation:

%26

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	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:

consolidate through practice:				
Teachers to feel confident and competence to deliver high quality PE lessons.	Sports Plus to team teach PE sessions with staff, as a means of continual CPD. Regular meetings between teachers and coach to discuss teaching practice, as well as next steps. PE Lead and Sports Plus coach to meet regularly to discuss how team teaching is going, as well as assessment.	£3737.5	Teachers to have a sound knowledge of pedagogical approaches when teaching PE. Observations + feedback Questionnaires	Teachers having more confidence and competence delivering physical education has a profound impact on the delivered programme at school. Teachers to teach high quality session in line with researched pedagogy.
Teachers to have clear knowledge of our school's approach to PE, as well as curricular aims.	Inset to be delivered that clarifies curricular aims as well as our approach to delivering high quality PE. Teachers who request further support given the opportunity to observe high quality PE. Possibilities to send teachers on PE training, as part of CPD.	£900 - cost of possible external CPD.	Teachers to have an increased knowledge of the national curricular aims and objectives. Observations + feedback Questionnaires	Teachers able to deliver high quality PE sessions in line with the national curriculum.
Key indicator 4: Broader experience of a range of sports and activities offered to all pupils				Percentage of total allocation:
				%19
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:

A range of resources available for the provision of the wider curriculum, including break, lunch and after school clubs. Sports Plus to deliver high-quality after school clubs that provide extra-curricular opportunities.	Purchase equipment such as tennis balls, racquets, frisbees, pogo sticks, that each class keep with them in class. Research into fitness trackers such as pedometers, and others ways to increase engagement in physical activity. All classes to have the opportunity to take part in two terms worth of extra-curricular sports clubs. Sports Plus to begin delivering lunchtime sessions, one of which being sports leaders.	£1500 for equipment and devices. £1929	Children to have access to a wide range of resources during break and lunchtimes. More children to be engaged at lunchtime – especially children identified as sedentary. Pupil voice Analyse number of participants in after school clubs. Monitor with Sports Plus coach the number of activities offered to children. Pupil voice – what new sports or activities would you like introduced?	Ensure resources are kept in a good condition. Resources to be used in future terms NS – research into permanent fixtures in the playground that may further promote physical activity. Further engagement in physical activity means more children are physical active.
--	---	--	--	---

Key indicator 5: Increased participation in competitive sport				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:
Children involved in competitive sport, through the Schools Games format.	Engage with Robin Simpson from Clifton, regarding cross-school competitions. Organise transport with local transport companies. Enquire with local schools about joint transport to cut costs.	£850 for travel	Teacher feedback Pupil voice Children provided with opportunities to attend local events.	Sustainable, as events are organised within local school network. Apply for School Games Mark 21/22
Inter-school events, such as sports day.	Liaise with HT regarding date for sports day. Ensure events that all can participate in.	£0	Pupil voice Stakeholder feedback	Plan sports day to link with commonwealth games – external parties to be involved?
Competitive events in the lead-up to school game events, to decide suitability for the chosen event.	Plan sports day for the summer term, allowing for all children to take part in house-based competition. Sports Plus coach to have prior notice of competitions to allow children opportunity in PE lessons to practice and demonstrate skills.	£0	Development of children's desire to compete in sport. Familiarisation with a range of sports and activities.	Ensure children have a healthy diet of competitive sport, with opportunities both during PE lessons, break/lunch times and out of school events.

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