

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. 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 2019/20	£0
Total amount allocated for 2020/21	£19,611
How much (if any) do you intend to carry over from this total fund into 2021/22?	£0
Total amount allocated for 2021/22	£19,650
Total amount of funding for 2021/22. To be spent and reported on by 31st July 2022.	£21, 721.83

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>	50%
<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>	38%
<p>What percentage of your current Year 6 cohort perform safe self-rescue in different water-based situations?</p>	38%
<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>	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: 2020/21		Total fund allocated: £19,599		Date Updated:29/09/21	
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: 23%
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 encourage children’s and teacher’s participation in Physical Activity.</p> <p>To develop the Playground Pal programme to increase participation</p> <p>To increase the amount of PE leaders within he school</p>	<ul style="list-style-type: none"> Introduce more rewards for children consistently taking part in the ‘Mile a Day’ walk. (certificates, stickers) Have lines marked around the playground, so there is a clear path. Sport Coaches deliver a range of lunchtime activities to all children (especially encouraging those who do not wish to take part). Playground pals to receive training at lunchtimes on how to provide exciting activities for all. Listening to their ideas on what games they want. 		<p>£400</p> <p>£ 4 109</p>	<p>The Playground pals are established and run by the Sports coach. The children have had training by the Sports coach and now are planning their own activities for lunch time.</p> <p>Lines have been painted for the ‘Daily Mile’ and other activities. Children have access to complete the daily mile at break times as well as in the morning.</p> <p>Children are happier and behaviour improved, as sport coach provides a range of sport activities for children to participate in.</p>	<p>Due to Covid, the amount of children completing the ‘daily mile’ has decreased. This due to children having staggered start times. Discussion between the PE coordinator and Daily Mile leader needs to take place, on how we can alter or log how many children are taking part.</p> <p>Now we have playground pals, we now need those children leading others. Encouraging others to take part.</p> <p>Have non-traditional curriculum activities at lunchtime such as archery.</p> <p>Continue to provide swimming lessons, but extend to year 5 as</p>

To provide all pupils in Years 3 and 4 with regular swimming lessons	<ul style="list-style-type: none"> To increase the percentage of pupils who can swim at least 25m To increase the percentage of pupils who can swim at least 5m To celebrate pupil's achievements with accredited swimming certificates/badges 		<ul style="list-style-type: none"> Children's confidence to swim 25m has increased. Children feel valued achieving badges and certificates. 	children have missed the swimming curriculum, due to COVID.
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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: %
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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 increase physical activity during lessons across the curriculum.	<p>Teachers to provide activity that is more physical within their lessons where applicable. Teachers should experiment providing PE within all lessons.</p> <p>Sport coaches and PE coordinator to attend PPA meetings to suggest ideas if needed.</p> <p>To improve children's problem solving skills, through the use of outdoor education.</p>	£	<p>Due to COVID, this target is in the process of being achieved.</p> <p>However, teachers are continuing to get one to one support from the coach to suggest ideas, if needed.</p>	<p>Continue target for next academic year.</p> <p>Sports coaches and teachers to observe where physical activity is taking place and whether it is effective.</p>

Key indicator 3: Increased confidence, knowledge and skills of all staff in teaching PE and sport				Percentage of total allocation:
				64%
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 improve teacher's confidence and quality of teaching of Physical Education.	<p>Funding experienced sport coaches to deliver and support teachers when teaching lessons. PE coordinator to support teachers with individual needs, when teaching. Whether it is ideas for activities or generally teaching them the rules of a sport, they have not played before.</p> <p>Coaches to take a step back and allow the teachers to teach more independently.</p> <p>To support teachers, planning will be reviewed by coaches or by the PE coordinator at the end of every term and feedback given.</p> <p>Professional development will be provided for INSET days, by professional coaches, to give them ideas on the activities they could do.</p>	<p>£11 453</p> <p>£1 000</p>	Continued support from Sports coach, who suggests ideas and gives the chance for the teacher to be independent and run their own activities.	<p>Sports Coach to continue to support teachers.</p> <p>Have more specific support. Ask teachers what they want? More support with activities? Help with planning?</p> <p>INSET from Sports coach?</p> <p>Provide sports coach with courses to upskill. Outdoor education?</p>

Key indicator 4: Broader experience of a range of sports and activities offered to all pupils				Percentage of total allocation:
				7%
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:
Additional achievements: To allow children to participate in a range of physical activity and sport.	To provide more opportunities for children to access a wide range of sports in after school clubs. To provide more opportunities for children to take part in more outdoor education activities. After school clubs to be reviewed and questionnaire sent out to pupils asking them of the activities, they wish to participate in.	£1365	Children continue to participate in a range of activities in lunch time and after school clubs, throughout the year. Children show enjoyment.	Planning to provide a range of activities, not necessarily curriculum based. Example archery, tri-golf, yoga. Making Outdoor Education more embedded within the curriculum teaching life skills. Example orienteering, problem solving and team work. Make sure resources are available. Provide G&T with opportunities to become sport leaders. Trips to inspire.

Key indicator 5: Increased participation in competitive sport				Percentage of total allocation:
				6%
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 increase participation of children taking part in CADMUS and local area competitions. To increase participation of children taking part in intra school competitions (not just sports day). To transport children to and from competitions.	Complete questionnaire or survey on what intra school competitions the children wish to compete in. From that form new teams, to increase further participation.	£1301	Due to COVID, this has been difficult to complete. However, competitions within school have still taken place. Each class compete for Daily Mile and rewarded.	Make sure that children are rewarded and given stickers, trophies. Achievements to be displayed within the school. Continue to increase competition within the CADMUS and across year groups. Make transport and kit available for children.

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