

# 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](http://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	£16820
How much (if any) do you intend to carry over from this total fund into 2021/22?	£0
Total amount allocated for 2021/22	£16890
Total amount of funding for 2021/22. To be spent and reported on by 31st July 2022.	£16890

## 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><b>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</b></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><b>N.B.</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>	91%
<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>	82%
<p><b>What percentage of your current Year 6 cohort perform safe self-rescue in different water-based situations?</b></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 <b>over and above</b> the national curriculum requirements. Have you used it in this way?</p>	Yes/ <b>No</b>

## 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.

<b>Academic Year:</b> 2020/21		<b>Total fund allocated:</b> 16,890		<b>Date Updated:</b> 27.7.22	
<b>Key indicator 1:</b> 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: 30%
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?:d
To ensure that all children take part in an extra-curricular club so that they have physical exercise on top of their two hours of PE lessons a week		Employ PE specialist teacher to run a lunchtime club for those that do not do take part in any extra-curricular sports clubs.		£2000	<p>All children have accessed an extra curricular club this academic year either before or after school or during lunchtime.</p> <p>More children have taken part in a before or afterschool club this year than last year (Reception to year 6 [76% uptake from 52%])</p> <p>This has enabled children to experience a wider range of sports that they may continue to take part in at school or in a club outside of school.</p> <p>Children have developed better levels of fitness that have been sustained across the academic year.</p> <p>Children that did not attend extra-curricular clubs before or after school have been targeted to join lunchtime clubs.</p>

<p>To ensure high quality achievement in PE</p>	<p>To have a specialist PE leader in school who will be given time to monitor the quality of teaching in PE and to coordinate training and CPD.</p> <p>All staff to plan learning in PE that builds on what pupils of all abilities already know, understand and can do, and identify what pupils need to do next in order to improve.</p> <p>To provide opportunities for staff development in the teaching of PE through observations of qualified sports teachers and whole staff CPD.</p>	<p>£3000</p>	<p>The quality of PE teaching is at least consistently good across the school. Children make good progress due to staff being aware of how to break down key skills into smaller steps to enable children to learn more easily. Children that are working beyond the level expected for their year group are challenged and now have their skills and knowledge extended.</p> <p>The needs of gifted and talented pupils are being met in lessons and through the provision of additional clubs.</p> <p>Clearer talent pathways are available due to an increased range of opportunities, so talent is now nurtured and challenged and children can continue to excel. We have a number of children that take part in sports at a high level outside of school in football, karate and gymnastics.</p> <p>Gold Sports Mark achieved 2021-22</p>	<p>Ongoing CPD provided by our specialist PE leader and through external agencies ensures that new staff will continue to be supported and existing staff will have more training in areas and sports that have not yet been covered. Observations of lessons this year by senior leaders show that the training provided has had a positive impact but with continued development the quality of teaching will be improved further still.</p> <p>CPD for the PE leader has ensured that she has improved her skills-set so that she is able to support new staff and is able to continue to support existing staff in years to come.</p>
<p><b>Key indicator 2: The profile of PESSPA being raised across the school as a tool for whole school improvement</b></p>				<p>Percentage of total allocation: 9%</p>
<p><b>Intent</b></p>	<p><b>Implementation</b></p>	<p><b>Impact</b></p>		

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 encourage increased participation in extra-curricular sports activities.	<p>Pupils are able to access a range of sports activities and competitions, both internally and externally.</p> <p>Pupils of all ages, abilities and interests are able to access a range of weekly after school clubs and lunchtime clubs, including targeted G&amp;T provision. Ensure a rolling programme for breadth and depth of coverage.</p> <p>Work towards and apply for a PE Quality Mark</p> <p>Resource and deliver All Saints' Sports days.</p> <p>Improved signposting for G&amp;T children into local clubs</p> <p>To liaise with local schools to develop sports competitions.</p>	£1500	<p>Extra-curricular clubs have been accessible to all and thus all children have been able to improve their health and fitness, social skills and emotional well-being</p> <p>Children across the school have taken part in cross-country, football, multi-skills, and hockey competitions with other schools being able to access to a higher standard of inter-school tournaments offering an increased range of opportunities this year. This has ensured that more children have been challenged further in terms of ability, technique and competitive tactics.</p> <p>Children that have represented the school have felt pride in representing the school as a part of a team which has helped to increase their well-being.</p> <p>PE leader's on going to evaluation of participation in sports has ensured that all</p>	<p>Staff will continue to offer extra-curricular clubs next year. The quality of the clubs and staff knowledge and skills will continue to be monitored. A wider range of clubs are now on offer, and we intend to expand the range of sports offered further in 2022-23.</p> <p>Platinum sports award to be achieved 2022-23.</p>

			children have taken part in an extra-curricular club this year.	
			Gold Sports Mark achieved in 2021-22	

<b>Key indicator 3: Increased confidence, knowledge and skills of all staff in teaching PE and sport</b>	Percentage of total allocation:
	27%

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 raise the quality of teaching and learning in PE	<p>Provide teachers with further CPD to enhance their confidence and knowledge when delivering and assessing sports.</p> <p>LdG and NF to observe specialist teacher and staff to improve practice. To monitor the quality of teaching and learning across all key stages.</p> <p>Dedicated leadership time given to ensure monitoring of the curriculum can be completed.</p> <p>NF to support with planning, resources and delivering of a skilled based lesson.</p>	£4500	<p>Monitoring of PE lessons shows that staff are more knowledgeable and are delivering PE lessons that are at least consistently good. Enhanced quality of teaching, learning and assessment of PE has led to improved standards with greater and more rapid progress.</p> <p>Regular reviews of the curriculum and monitoring its implementation have ensured that the progression of skills is mapped appropriately and is delivered successfully.</p> <p>PE equipment has enhanced the quality of PE lessons enabling more children to actively take part</p>	Continued development of the PE Leader will ensure that high quality PE is taught throughout the school and maintained from year to year. Continued development and training of class teachers will also ensure PE teaching and learning is always of a high standard ensuring that all children make good progress throughout their school life.

	Purchasing equipment to enhance quality of PE and after school provision.		in lessons and for more sports to be taught.  Pupil voice has shown that children across the school demonstrate positive attitudes to health and well-being - both inside and outside of PE lessons - and can explain accurately and confidently how to keep themselves healthy. They make informed choices about healthy eating, fitness and their emotional well-being	
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**Key indicator 4: Broader experience of a range of sports and activities offered to all pupils** Percentage of total allocation:  
30%

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 enhance lunchtime and after school PE provision	To ensure a wide range of physical education clubs are available to children in all year groups which are responsive to pupil's voice.  Create a quantitative means to measure pupil's enjoyment of lunchtime physical activity through a pupil questionnaire.	£5000	Before-school, after-school and lunch time clubs have taken place this year. These clubs have been delivered by our PE specialist teacher, class teachers, teaching assistants and year 6 children. These clubs have ensured that all children across the school have taken part in an extra-curricular physical education club. In turn these clubs have ensured an	Staff receiving regular and up to date training in a range of sports will ensure more opportunities for all. The close monitoring of extra-curricular activities will ensure that sports and games are delivered successfully and the impact of club uptake.  Children have been trained to



	<p>Collaborate with JA – sports specialist to enhance lunchtime provision.</p> <p>NF to provide professional development to enhance lunchtime provision and to establish outside learning leaders – Play Leaders and lunchtime supervisors.</p>		<p>uptake in extracurricular lunchtime sport.</p> <p>The children have voted for the clubs that they have wanted provided by school and individual groups e.g. girls, have been targeted for their requests.</p> <p>External private clubs a have come into school to give taster sessions in rugby, karate, and tennis which has encouraged the uptake of sports outside of school as well.</p> <p>Lunchtime Supervisors model active play at lunchtimes which has led to increased engagement in physical activity thus improving pupils’ health and fitness, social skills and emotional well-being. There have been less negative behavioural incidents reported at lunchtimes as a result.</p> <p>Extra resources and equipment have led to more children being engaged in physical activities in clubs before and after-school and during break times in the school day.</p>	<p>lead clubs under the supervision of school staff leading to improved leadership skills and the development of coaching skills, for children.</p> <p>This in turn will lead to children being more active and the greater uptake of grassroots sports outside of school.</p>
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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 engagement in Local MAT competitions and sports cluster competitions to raise participation in competitive sports.	<p>MAT Competitions/Festivals</p> <p>Regular Intra competitions.</p> <p>Ensure inter class and house competitions as well as competitions in PE lessons</p> <p>Reward children with House, Class &amp; Whole School certificates / trophies.</p> <p>Leaders to run competitions at lunch times.</p>	£1000	<p>Data collected by the PE lead shows that more children took part in inter-school competitions this year than over the last two academic years. Although Covid impacted on the last two academic years, it has also impacted heavily on the school this year as well, with many local events having to be cancelled. The school still managed to take part in competitions for football, multi-skills, cross country and hockey.</p> <p>The competition schedule for the year informed school clubs and ensured that the school was ready to compete with other schools in a range of sports.</p> <p>The children that took part in competitions and represented their school felt proud and this increased their confidence in PE.</p>	<p>Although the children have been able to compete in more competitive sports this year, the school would like to compete in a wider range of sporting competitions in 2022-23 against other schools within our multi-academy trust and within our local area.</p> <p>We are a rural school and so support with transportation to competitions will ensure that we are able to take part in more tournaments. Next step is to liaise more with local small school to work together to host events and increase the variety of sports on offer.</p> <p>Children took part in inter-house sports for sports day but we would like to enhance this to more interhouse sports competitions throughout the year.</p>

Signed off by	
Head Teacher:	Louise de Graaff
Date:	27.07.22
Subject Leader:	Nicola Floyd
Date:	27.07.22
Governor:	Scott Smith
Date:	27.07.22