

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	£16,820
How much (if any) do you intend to carry over from this total fund into 2021/22?	£0
Total amount allocated for 2021/22	£16,890
Total amount of funding for 2021/22. To be spent and reported on by 31st July 2022.	£16,890

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 2021.</p> <p>Please see note above</p>	93%
<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>	80%
<p>What percentage of your current Year 6 cohort perform safe self-rescue in different water-based situations?</p>	80%
<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: 2020/21		Total fund allocated: 16,820		Date Updated: 22nd July 2021	
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: 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 encourage increased participation in extra-curricular sports activities by ensuring that all clubs have good quality equipment.	Purchase of sports equipment for use in extra-curricular sports clubs to enhance provision		£1000	New equipment has allowed us to run a greater variety of clubs for all of our children and resulted in greater uptake.	Further equipment to be purchased to widen the variety of clubs available and enhance the provision for the children.
Key indicator 2: The profile of PESSPA being raised across the school as a tool for whole school improvement					Percentage of total allocation: 15%
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:
Ensure high quality PE teaching across the school. Ensure high quality achievement in PE.	Release PE coordinator to quality assure PE provision and monitor quality of teaching, analyse outcomes and questionnaire responses, complete pupil voice and complete review of provision and		£2500	Quality of teaching of PE is consistently good.	Quality of teaching remains at least good with most being outstanding.

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Key indicator 3: Increased confidence, knowledge and skills of all staff in teaching PE and sport	Percentage of total allocation:
	46%

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:
For all children to receive high quality PE lessons where skills are built upon, children are challenged and all needs are catered for through high quality teaching.	All staff were released to observe best practice and received CPD for 45min session weekly.	£6176	Higher quality teaching observed by PE coordinator and SLT	Staff to receive bespoke training based upon the needs of individuals.
For PE curriculum to be developed and mapped so that skills are built upon carefully so that good progress is made by all children.	PE coordinator released to attend a number of CPD events across the MAT and provided by external partners. .	£1500	The curriculum is progressive and challenging for all.	Teachers are confident in delivering the curriculum and understand which skills need to be taught in which order. A progressive curriculum continues to be developed and taught.

Key indicator 4: Broader experience of a range of sports and activities offered to all pupils	Percentage of total allocation:
	9%

Intent	Implementation		Impact	
Your school focus should be clear what you want the pupils to know	Make sure your actions to achieve are linked to your	Funding allocated:	Evidence of impact: what do pupils now know and what	Sustainability and suggested next steps:

and be able to do and about what they need to learn and to consolidate through practice:	intentions:		can they now do? What has changed?:	
For all children to engage in physical activity at playtimes and lunchtimes even with decreased space and the fact we could not share equipment between bubbles during Covid.	Purchase of equipment for each class bubble (4 in total) to ensure that playtimes and lunchtimes provide access to equipment that promotes physical activity. 4 were needed as a result of COVID guidance.	£560	Children were more physically active at break and lunchtime.	The children continue to use this additional equipment and it has widen the variety of games played on the playground.
To encourage increased participation in extra-curricular sports activities	Specialist teacher employed half an hour per week to run a lunchtime club which targeted the children that were not taking part in clubs outside of school.	£1021	More children taking up a range of different activities.	Children will continue with a wide range of sports in school and outside of school.

Key indicator 5: Increased participation in competitive sport				Percentage of total allocation:
				24%
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 take part in competitive sports competing against their peers form school and other schools in the local area. Children will build their resilience.	Sports specialist teacher employed 2hours a week to lead extra-curricular clubs in addition to those run by teaching staff. Clubs focussed on competitive team games.	£4085	Children took part in extra-curricular clubs and competed against their peers. Covid prevented children competing against children from other schools	Children will compete against other schools, post covid, to build their resilience further.

Signed off by	
Head Teacher:	Giles Godfrey
Date:	21 st July 2021
Subject Leader:	Nikki Floyd
Date:	21 st July 2021