

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](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](#).

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Details with regard to funding

Please complete the table below.

Total amount carried over from 2019/20	£7126
Total amount allocated for 2020/21	£19612+£7126 = £26,738
How much (if any) do you intend to carry over from this total fund into 2021/22?	£Nil
Total amount allocated for 2021/22	£26,738
Total amount of funding for 2021/22. To be spent and reported on by 31st July 2022.	£30,000 exp to 12/21 = £21,745

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	
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	75%
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	86%
What percentage of your current Year 6 cohort perform safe self-rescue in different water-based situations?	72%
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?	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: £26,738	Date Updated: December 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: %
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:
<ul style="list-style-type: none"> Pupils have a good understanding of the importance of at least 30 minutes exercise per day. Pupils have a good understanding of health benefits of exercise. Pupils understand that sustained physical activity is a key part of a typical everyday routine. 	<ul style="list-style-type: none"> Teachers plan and deliver lessons which support children in developing their understanding of the importance of at least 30 minutes exercise per day and the health benefits of exercise A range of after school sports clubs offered for free to encourage children to try new sports. Timetable Daily Mile to ensure that classes participate in at least 30 minutes exercise per day. Lunchtime activities set up to encourage children to play and training for staff. 	<p>£125 per week £4,750 per year</p> <p>£3,300 play leader £350 training. £450 equipment</p>	<ul style="list-style-type: none"> Pupils can identify examples of the kinds of exercise that they do each day to total at least 30 minutes. (Daily mile, lunchtime games, PE lessons, after school sports clubs, sports activities done outside of school.) Pupils can explain why exercise is important to their health and wellbeing. 	<p>Raise the profile of PE and train all staff so that they are competent in delivering lessons and understand their importance in terms of pupils' health and wellbeing.</p> <p>Improve provision at lunchtimes.</p>

Key indicator 2: The profile of PESSPA being raised across the school as a tool for whole school improvement				Percentage of total allocation:
				%
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:
<ul style="list-style-type: none"> The Head teacher, PE Coordinator, staff, parents and governors have a clear vision of the importance of PESSPA. Pupils take part in high quality PE lessons. Our PE values, linked to school and Olympic values, are embedded throughout school to ensure that the ethos of PESSPA is promoted. Sports Prefects enjoy a high profile enabling them to promote the values of PESSPA throughout school. The school celebrates how sport positively impacts lives. 	<ul style="list-style-type: none"> PE intent is developed with headteacher, PE Coordinator and Qualitas and shared with all staff. Qualitas sports coaches are employed to work with the PE coordinator to plan and deliver a high quality PE curriculum to all pupils. Values prefects and sports prefects work with headteacher and SLT to develop PE values and make films to promote and share PE values across school. Sports coaches praise children for following PE values. The PE Coordinator reports to governors. The PE link governor visits school to experience the ethos of PESSPA. The PE Coordinator works with Qualitas coaches to develop PE planning and 	20 hours per week at £25 per hour for 38 weeks of the year. £19,000	<ul style="list-style-type: none"> The importance of PESSPA for the school is clear to all stakeholders. Lesson observations, learning walks and pupil interviews demonstrate the fact that pupils take part in high quality PE lessons. Pupils can explain the school's PE values and how they can show these values in their lives. Displays around school promote PESSPA and make it clear how sport can positively impact lives. All pupils are tracked to ensure that they take part in different planned sports events across the year. Pupils place high value on PESSPA, they talk positively about it and 	<p>PE coordinator has time to complete these actions.</p> <p>Raise the profile of sports prefects.</p>

	teaching; curriculum development and progression documents. <ul style="list-style-type: none"> • The PE coordinator plans a calendar of sports events throughout the year for different year groups. • Displays in school celebrate staff and pupils participation sport and highlights the positive benefits it has on health and wellbeing. 		enjoy participating in sport.	
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Key indicator 3: Increased confidence, knowledge and skills of all staff in teaching PE and sport				Percentage of total allocation:
				%
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:
<ul style="list-style-type: none"> • Confident and skilled staff who deliver high quality PESSPA learning and PE lessons. • Staff who develop an appreciation and passion for the importance of PESSPA. • Staff who continuously raise the profile of PESSPA throughout their teaching. • Staff who are confident in identifying pupils who require more challenge in PESSPA. • Staff awareness and tracking 	<ul style="list-style-type: none"> • High quality CPD staff meetings and training on PESSPA. • Team teaching between class teachers and sports coaches. • ECT receives support and development in the teaching of PESSPA. • Delivery of assemblies with PESSPA themes. • Links to science teaching on healthy eating and exercise. 	£ 2,500	<ul style="list-style-type: none"> • Staff feel confident in the teaching and learning of PESSPA and so can deliver high quality PE lessons. • Staff are enthusiastic about PESSPA and this inspires pupils to take part in regular exercise. • Different groups of pupils are identified for challenge or support so that all pupils achieve their full potential. • Children can talk about lower profile/niche sports 	Invest in CPD for staff.

of lower profile/niche sport participation.	<ul style="list-style-type: none"> Staff participation in sport is celebrated through displays. 		<p>and may be inspired to give them a go.</p> <ul style="list-style-type: none"> Children can talk about the benefits of healthy eating and regular exercise and are more likely to make healthy lifestyle choices. 	
Key indicator 4: Broader experience of a range of sports and activities offered to all pupils				Percentage of total allocation:
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:
<ul style="list-style-type: none"> Comprehensive provision of lunchtime and after school sports for all key stages. Participation in sports days linked to different sports and in different venues. Fully inclusive provision for all sports clubs and events. Niche/lower profile sports identified to ensure all pupils are catered for. Assemblies and displays celebrating the wide range of different sports enjoyed by staff and pupils in our school to inspire others and promote a wide range of sporting 	<ul style="list-style-type: none"> PE coordinator to work with the Qualitas coaches to plan a programme of a variety of after school clubs catering to different ages throughout the year. PE coordinator to work with the Qualitas coaches to plan a programme of educational visits to different sports venues to take part in a wide range of sports such as ice skating. Qualitas coaches to take registers of attendance at different sports clubs to ensure wide reaching participation. 	£ 2,782 + £1,200 for bikeamentals.	<ul style="list-style-type: none"> Children have the opportunity to take part in many different sports clubs across the year. All children have the opportunity to attend an educational visit to a sporting event throughout the year. Registers identify children who have not yet had the opportunity to take part in sports events/clubs so that staff can address this with parents/pupils. PPG children can talk about the different sporting opportunities they have been given. 	Analyse registers from clubs and target attendance.

activities.	<ul style="list-style-type: none"> • PPG children targeted and given first refusal of sports club/sports event places. • PE lessons, sports clubs and events adapted with reasonable adjustments to ensure that children with SEND needs are able to take part. • The PE coordinator ensures that the planned programme of after school clubs includes lower profile/ niche sports such as fencing, orienteering etc. • Assemblies on PESSPA take place throughout the year and school displays celebrate a wide range of different sports activities so that pupils are inspired and encouraged to participate in different sports. 		<ul style="list-style-type: none"> • Children with SEND are able to take part in the sports events alongside their peers as a result of planned adaptations made. • Children talk about new sports that they have tried for the first time and know where they can go to continue with the sport if they enjoyed it. • Children have a positive attitude towards PESSPA and this influences the choices they make. 	
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Key indicator 5: Increased participation in competitive sport				Percentage of total allocation:
				%
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:
<ul style="list-style-type: none"> All pupils have the opportunity to participate in competitive sports throughout the year Pupils have healthy attitudes to competitive sports and display the school sports values. Pupils are inspired by positive role models from competitive sports. Pupils understand the concept of 'personal best' and aspire to achieve their full potential. Pupils understand that training and effort will enable them to improve their individual performance. 	<ul style="list-style-type: none"> PE coordinator rigorously monitors participation in competitive sport throughout the year to ensure that all children have the opportunity to take part. Teachers identify pupils who take part in competitive sport outside of school so that they can be celebrated within school and on the school newsletter. PE coordinator to work with Qualitas to arrange regular inter school competitions. PE units and progression documents conclude with competitive games/events so that all children are exposed to an element of competition. Purchase Qualitas Games Package to enable the school to take part in competitions with other schools throughout the year. Teacher promote the idea of growth mindset and deliver lessons on not giving up, working hard to achieve your personal best. 	£ 2,000	<ul style="list-style-type: none"> All children are able to talk about sports competitions that they have been involved in and how that made them feel. Children show good sporting attitudes during competitions as a result of the promotion of our PE values. Children can talk about inspirational role models from the sporting world and what we can learn from them. Children have a raised self esteem as a result of participation in competitions with the school rewarding effort, growth mindset and personal bests. 	Make greater links with Shape so that we are attending a range of competitions in different year groups.

Signed off by	
Head Teacher:	Nicola Brown
Date:	December 2021
Subject Leader:	Mark Hemsley
Date:	December 2021
Governor:	Steve Miller
Date:	December 2021