

# 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.

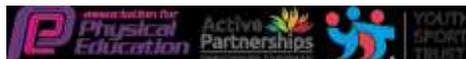
Total amount carried over from 2020/21	£ 8,500
Total amount allocated for 2021/22	£17,200
How much (if any) do you intend to carry over from this total fund into 2022/23?	£1,200
Total amount of funding for 2021/22. To be spent and reported on by 31st July 2022.	£24,500

## 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. <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>	n/a
What percentage of your current Year 6 cohort swim competently, confidently and proficiently over a distance of at least 25 metres? <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. Please see note above	n/a
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	n/a
<b>What percentage of your current Year 6 cohort perform safe self-rescue in different water-based situations?</b>	n/a
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?	n/a

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## 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> 2021-22		<b>Total fund allocated:</b> £17,200		<b>Date Updated:</b> June 2022	
<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: 45%
<b>Intent</b>		<b>Implementation</b>		<b>Impact</b>	
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:		Total : £7,703	
Increase hours for football coach to provide additional support for children to play football at lunchtimes.	-Playground coach provided for 4 x lunchtimes a week, throughout the year.	£4560	-Children are able to apply their football learning within their break time with a professional to mediate the games. Opened opp. to a wider range of pupils (girls etc).	-Provide chn with more opportunities to play a variety of sports by looking into specialist in other areas for playground supervision. -Suggest more variety of sports to the specialist to increase variety and exposure of more sports.	
Increase hours for sports specialists to provide team game opportunities for children.	-Children in Reception – Year 2 have weekly sessions with sports specialist within the year, providing them with opportunities to play team games such as cricket and football.	£3000 - Hours £143 - Equipment	-Children now know rules to multiple team games and can work together to improve the teams' performance.	-Purchase equipment for a wider range of activities, e.g. archery and cricket. -Staff to start including the adventure playground as a space for physical education.	
Adventure playground to be resurfaced to enable staff to have additional spaces to engage children in physical activity	-Provide a stimulating environment to engage children. Ensure health and safety requirements are maintained.	£ 8,365.96 (carried over from 2020-21 funding)	-Children are able to explore their gross motor skills and core strength in a new and fun environment.		

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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:
				0%
Intent	Implementation		Impact	Total : £0
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>The curriculum intention for PE is discussed and agreed with all teaching staff and governors, to ensure progression and a shared understanding across the school.</p> <p>Promote children's wellbeing through physical exercise and link to our Wellbeing Award for Schools, in regard to physical activity being one of the 5 ways to wellbeing.</p>	<ul style="list-style-type: none"> <li>-Continually review INTENT document to ensure it remains fit for purpose.</li> <li>-Ensure Pupil Voice continues to be sought in regards to PE and its delivery.</li> <li>-PE Lead to monitor planning &amp; delivery across the school.</li> <li>-Displays to promote physical development, and links to personal development (Hall).</li> </ul>	n/a	<ul style="list-style-type: none"> <li>-The journey of PE from Nursery to Year 2 is clear to PE lead and all staff. This has been communicated to relevant governors.</li> <li>-Teachers feel confident about what PE looks like at our school, and have clarity over what is being delivered, and why.</li> </ul>	<ul style="list-style-type: none"> <li>-Provide staff with the opportunity to peer observe.</li> <li>-Provide governors time to observe and ask staff questions.</li> <li>-Make sure Pupil voice is clear and highlighted through displays.</li> </ul>



Key indicator 3: Increased confidence, knowledge and skills of all staff in teaching PE and sport				Percentage of total allocation:
				3%
Intent	Implementation		Impact	Total : £495
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:
Staff able to use an online assessment wheel to measure and track their children's progress throughout their whole time at school.  School's foundation subject tracker to include assessment of Physical Education, to identify trends and gaps.  Use of multimedia resources to support planning (e.g. technology etc).	Enable staff to view their class' whole progress and to see areas and gaps in teaching.	£495	-Teachers can plan next lessons and next steps in line with what their class need to work on.  -Impact on pupils progress/outcomes, staff have a clear idea of where each child is making progress and where they might need support.	-Staff to use new foundation assessment tracker as a starting point for planning
Key indicator 4: Broader experience of a range of sports and activities offered to all pupils				Percentage of total allocation:
				45%
Intent	Implementation		Impact	Total : £7,670
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>Children from Reception to Year 2 to have weekly access to specialist Dance teacher in order to broaden their range of physical activities.</p>	<p>-Continue liaison between Music &amp; Dance teachers to contribute to whole school topics. Provide planning for whole school topics to Dance teacher in advance, to aid planning for pupils' interests.</p> <p>-Make greater links between Dance and the rest of the PE curriculum, including the PE based display to share successes.</p>	<p>£6,720</p>	<p>-Consistency between areas of learning throughout the curriculum.</p> <p>-Increased opportunities for performances which provide a purpose, motivate children and are well-received by the school community.</p> <p>-Increased opportunity for team work and setting goals. Children to work in a competitive yet safe environment.</p>	<p>-Continue to provide a variety of team sport activities within PE lessons.</p> <p>-Make sure there is consistent opportunities for children to participate in workshops, especially with sports that they might not be exposed to usually.</p> <p>-Use support from the parent body to provide opportunities.</p>
<p>Children to have opportunities to participate in workshops from different cultures.</p>	<p>-Reception and Year 1 children to each have a Brazilian dance workshop to learn about dance from different cultures.</p>	<p>£350</p>	<p>-Consistency from each year group of providing a diverse PE curriculum. Children have the opportunity to express themselves with direction from external providers.</p>	<p>-Continue to explore introducing new sports and athletic activities into weekly planning.</p> <p>-Continue to explore how to incorporate diverse PE experiences.</p> <p>-Monitor incorporation of Yoga into regular practice.</p> <p>-Consider other events focussed on physical skills.</p>
<p>Introduce school wide Wellbeing and Yoga day to promote awareness and the love of physical activity.</p>	<p>-All children have a half an hour Yoga session with external provider.</p>	<p>£600</p>	<p>-Children were exposed to another form of physical exercise to promote a healthy relationship with PE.</p>	

Key indicator 5: Increased participation in competitive sport				Percentage of total allocation:
				1%
Intent	Implementation		Impact	Total : £240
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:
Consider internal & external competitive PE opportunities, developing on the Sports Morning already in place. Ensure this is age appropriate.	-Skills developed with sports specialists used by children to compete in mixed age groups at Sports Morning.	£240	-Children have developed the skills for, and know the rules of many different sports and games.  -Children have improved confidence within team sports and show ownership of their goals.  -Children have been supported to encourage others and promote team work.	- Use in-class competitive activities as a starting point to develop cross-year group and wider school opportunities.

Signed off by	
Head Teacher:	<i>G Rehal</i>
Date:	18 <sup>th</sup> July 2022
Subject Leader:	<i>P Jones</i>
Date:	18 <sup>th</sup> July 2022
Governor:	D Wooff
Date:	07/09/22