

# 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](#).



## Details with regard to funding

Please complete the table below.

|   |            |
|---|------------|
| Total amount carried over from 2019/20  | £ 14,731   |
| Total amount allocated for 2020/21  | £33,071    |
| How much (if any) do you intend to carry over from this total fund into 2021/22?    | £15,158.40 |
| Total amount allocated for 2021/22  | £18,374    |
| Total amount of funding for 2021/22. To be spent and reported on by 31st July 2022. | £33,532.40 |

## 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>  | 30%   |
| <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>  | 50%   |
| <p><b>What percentage of your current Year 6 cohort perform safe self-rescue in different water-based situations?</b></p>  | 30%   |
| <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> NB. This is being factored in for the 2021/22 academic year. |

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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.

| Academic Year: 2020/21   |  | Total fund allocated: |                    | Date Updated: July 2021  |   |
|--|--|-----------------------|--------------------|--|---|
| <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:<br>36%  |
| 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?:   |   |
| To increase the amount of daily physical activity that children are taking part in by ensuring that we offer opportunities for active breaks and additional activity out of school hours.  | Next Level Sport coaches to offer lunchtime and after school clubs   |                       | £6486.60           | More children are active at breaks very few children are not involved in physical games. A variety of opportunities has increased participation and enjoyment. |   |
| <b>Key indicator 2:</b> The profile of PESSPA being raised across the school as a tool for whole school improvement  |  |                       |                    |  | Percentage of total allocation:<br>43 %   |
| 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?:   |   |
| To provide a wider range of activities and physical challenges to promote active breaks to ensure physical activity is happening during and beyond the P.E curriculum sessions.  | Developing playground challenges and activities for use at breaks and for P.E and Extra Curricular activities. |                       | £7662              | Children are more actively engaged throughout the day. A wider range of activities has led to even more reluctant participants in getting active and           |   |
|  |  |                       |                    |  | Encourage children to set up playground challenges themselves – re-instate play leaders.<br>Re-invigorate the daily mile. |

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|--|--|--|--|--|
|  |  |  | involved. Physical activity becomes embedded in school practice. |  |
|--|--|--|--|--|

|  |                                 |
|--|---------------------------------|
| <b>Key indicator 3: Increased confidence, knowledge and skills of all staff in teaching PE and sport</b> | Percentage of total allocation: |
|  | 10 %                            |

| 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 ensure that the teaching of P.E is consistently good across school and staff express confidence and enjoyment in the delivery of their sessions.         | Embedding of a new scheme of work Get Set P.E across school. Subscription to Association for P.E to access CPD during lockdown | £1646 Get Set<br>£118 Association for P.E | Staff have recorded a positive response to the new scheme. Observed sessions have shown good quality delivery. | CPD training for gymnastics has been carried forward into Autumn Term 2021/2022 due to Covid restrictions meaning working together on training not possible as staff have expressed less confidence in this area. |

|  |                                 |
|--|---------------------------------|
| <b>Key indicator 4: Broader experience of a range of sports and activities offered to all pupils</b> | Percentage of total allocation: |
|  | 11%                             |

| 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>We aim to provide a range of activities both as part of the curriculum and during breaks and for extra- curricular activities:</p> <p>Health Related Fitness<br/> Hockey<br/> Gymnastics<br/> Dance<br/> Football<br/> Athletics<br/> OAA<br/> Cricket<br/> Netball<br/> Handball<br/> Tag Rugby<br/> Tennis<br/> Swimming<br/> Rounders<br/> Basketball<br/> Yoga<br/> Table Tennis<br/> Daily mile and playground challenges</p> | <p>Offer a broad curriculum that provides the pupils with a range of opportunities in a range of sports.</p> <p>Order equipment to ensure a range of activities/sports is able to be offered, resources are available and lessons delivered to a high quality</p> | <p>£1500 for resources in addition to the playground challenges listed above</p> | <p>Children express enjoyment in the activities offered and have been asked to contribute to the decisions.</p> | <p>As Covid restrictions are lifting we intend to increase the range of after and before school clubs further.</p> |
| <p>To broaden our provision by developing our own OAA resources.</p>  | <p>To implement a new orienteering course within the school grounds to improve our OAA provision</p>  | <p>£450</p>  | <p>All children took part in a OAA day – engagement was high and all children could achieve.</p>                | <p>Embed this into our P.E practice.</p>   |

| <b>Key indicator 5: Increased participation in competitive sport</b>  |   |                    |  | Percentage of total allocation:   |
|---|---|--------------------|--|---|
| <b>Covid restrictions have curtailed the opportunities to take part in external competitions in 2020-2021</b>   |   |                    |  | Less than 1 %   |
| 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 teamwork and healthy competition.  | Hold sports competitive activities within year group bubbles and house competitions but carried out in bubbles. | £ 50               | To continue to promote competition and sportsmanship during Covid times.                 | Continue to build up to gaining the next Sports Games mark and move back into local sports competitions as they return. |

|                 |                           |
|-----------------|---------------------------|
| Signed off by   | <i>Alison Brown</i>       |
| Head Teacher:   | <i>Alison Brown</i>       |
| Date:           | 15.07.21                  |
| Subject Leader: | <i>Alice Chilton</i>      |
| Date:           | 15.07.21                  |
| Governor:       | <i>Sharon Tunnicliffe</i> |
| Date:           | 17.07.21                  |