

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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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](#).



Details with regard to funding

Please complete the table below.

Total amount carried over from 2019/20	£ n/a
Total amount allocated for 2020/21	£
How much (if any) do you intend to carry over from this total fund into 2021/22?	£7,736.00
Total amount allocated for 2021/22	£ 16,000 (tbc)
Total amount of funding for 2021/22. To be spent and reported on by 31st July 2022.	£ 21,128.00

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	100 %
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	100 %
What percentage of your current Year 6 cohort perform safe self-rescue in different water-based situations?	100 %
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: 2020/21	Total fund allocated:	Date Updated:		
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:
To increase physical activity of pupils throughout the day with a focus on purposeful activity at breaktimes.	<p>Resource playtimes with equipment that enhances pupil skills and increases participation.</p> <p>Playground Storage</p> <p>Refresher training for playleaders</p> <p>Daily Mile initiative</p> <p>Procure Walkie talkies to ensure more use of field</p>	<p>1,791.34</p> <p>983.00</p> <p>£1,200 (part of Tamysyn King)</p> <p>£97.99</p>	<p>Children are active at playtimes, using resources purposefully and increasing the development of skills.</p> <p>Confidence and increased skills developed. Mental health and well-being promoted with increased responsibility (esp. Year 6 pupils)</p> <p>Pupil participation in minimum expectation for daily physical activity</p> <p>Better use of space means all pupils are engaged and broader range of resources to use</p>	<p>Children given roles to ensure equipment is valued and used/stored appropriately to ensure legacy.</p> <p>Continue accessing Play Leader training (legacy)</p> <p>Staff CPD</p> <p>Continue to implement and participate with new initiatives</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:
To continue to maximise participation of school sports to raise the school profile to all stakeholders.	Attend Cluster competitions – transport/subs supported and participate in intra-school events.	100.00	Enhanced pupil knowledge, skills and confidence in engagement with a broad range of sports offered.	Continue to encourage participation of events outside of school.
	Update and add to selected sports equipment in support of offering broad/diverse range of activities/sports provision	50.00		
	Face to face events Celebration assemblies – certificates and awards/cups	696	Parent perception of school sport/physical activity elevated	Look into use of community minibus in order to promote numbers attending esp. those disadvantaged
	PE planning schemes PSHE scheme (SCARF)	695		
To support positive mental health and emotional well-being in pupils.	Update to ICT equipment (laptops/I-pads) to support teacher/pupil access to online scheme and training/research opportunities for Sports Play Leaders	300.00 328.50	Children’s Learning and development in PSHE is well-planned and robust	Schemes continue to strengthen taught sessions in school
	Theatre & Dance workshops	6,000		
	Resources break-out room	300.00	Pupil well-being/emotional health is improved through expressive arts.	
		87.98		

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:
To continue to provide a clear curriculum map with skills progression and quality scheme of work. To plan staff CPD with sports coach in order to further increase knowledge, confidence and skills for teaching PE; focus on skills for Outdoor Learning	Review Scheme subscription and re-subscribe. Work alongside Sports Partners to achieve. Class cover	695.00 1,200 (part of Tamsyn King) 150	Pupils are taught consistently well from robust plans, developing cohesion and robust skills progression from year to year. Broad and varied range of skills encouraging positive physical outcomes for all pupils	Engage with additional organisations in order to further develop outdoor learning opportunities Procure specialist sports people for staff CPD
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:

To increase pupil participation in physical activity and sports by offering a broader range of activities and skill development	Engage with external providers:		Increased participation in physical exercise promoting additional skills beyond curriculum PE sessions, eg. Co-ordination, flexibility, team-working. Pupils mental/emotional health and strategies for positive well-being enhanced	Review after-school provision to include a broad range of activities
	Onside Dance Academy sessions	300.00		
	Sports for Champions	650		
	Review and update equipment eg. Yoga, Archery	259.00		
		704.99		

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:
To continue to participate in cluster school sports events arranged in partnership with our School Sports Partners. Support pupil participation and successful outcomes for our school in cluster events	Enable full participation of pupils/teachers/PE lead attendance – class cover, expenses, transport Buy resources that offer a range of sports skills & training and new team games eg. rounders	300.00 492.00	Pupils gain confidence in participation of a varied range of activities in competitive situations, utilising skills from taught PE in school transferable for positive outcomes. Pupils feel enthused to participate and are confident in how to play/take part in a range of different events Pupil engagement in activities at weekends.	Host a cluster event to encourage increased participation from our school families

Signed off by	
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Date:	21/07/2022
Subject Leader:	Susie Addison
Date:	21.07.2022
Governor:	DocuSigned by: <i>Damien Trevatt</i>
Date:	C3019BD7E5F1400... 21/07/2022