

# 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  | £4,601      |
| Total amount allocated for 2020/21  | £17, 810    |
| How much (if any) do you intend to carry over from this total fund into 2021/22?    | £5,484.03   |
| Total amount allocated for 2021/22  | £17, 790    |
| Total amount of funding for 2021/22. To be spent and reported on by 31st July 2022. | £27, 875.03 |

## Swimming Data

Please report on your Swimming Data below.

|   |  |
|---|--|
| Meeting national curriculum requirements for swimming and water safety.<br><br>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.<br><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> |  |
| What percentage of your current Year 6 cohort swim competently, confidently and proficiently over a distance of at least 25 metres?<br><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.<br>Please see note above  |  |
| What percentage of your current Year 6 cohort use a range of strokes effectively [for example, front crawl, backstroke and breaststroke]?<br>Please see note above  |  |
| <b>What percentage of your current Year 6 cohort perform safe self-rescue in different water-based situations?</b>  |  |
| 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?   |  |

## 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: £27, 875.03 |                                  | Date Updated: 25/11/21  |                                      |
|---|--|-----------------------------------|----------------------------------|---|--------------------------------------|
| 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:<br>% |
| 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?:  |                                      |
| Increase activity levels of students at breakfast club, break, lunchtimes and after school.   | Update of equipment in order to ensure all students can practice skills from PE lessons and try new activities they may not have tried before.<br>Goal posts<br>Skipping ropes<br>Tennis Balls/Table Tennis Balls<br>Hoops |                                   | £2093                            | Higher levels of activity outside of PE lessons in order to improve skills of students as well as physical and mental health.   |                                      |
| Increase the activity levels of students outside lesson times by running student led activities i.e. energy club.   | 8- 10 sports leaders to be trained up by KW in the Primary Playmakers Award.   |                                   | £99 per year<br><br>£120 hoodies | Once they have completed the 6 hour course they can start running physical activity sessions with other students to increase the skills and physical health of these students. It will also improve the confidence, communication and leadership skills of the leaders. |                                      |
|   |  |                                   |                                  | Student survey to find out the activities they would like to take part in outside PE lessons and organised school sport.  |                                      |
|   |  |                                   |                                  | Students to run their own inter house competitions for LKS2 and KS1 in order to give them more opportunities for participation.   |                                      |

|  |   |                    |   |   |
|--|---|--------------------|---|---|
| Encourage more girls to engage with physical activity, particularly at breaks and lunchtimes when levels are low.  | Girls Active Leadership Squad (GALS) to be established in order to raise awareness of the barriers in place for girls in sport and come up with strategies to improve this.<br><br>Girls Football club started on Mondays after school. | £0<br><br>£120     | Improve confidence and motivation of girls to take part in physical activity during their own time. This will increase physical and mental health of the girls.   | Regular and established girls only clubs and activities to ensure longevity.  |
| <b>Key indicator 2: The profile of PESSPA being raised across the school as a tool for whole school improvement</b>  |   |                    |   | Percentage of total allocation:<br>%  |
| <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:  |
| Youth Sport Trust membership to allow access to resources which will provide PE lead the opportunity to apply these to the schools needs in order to improve PESSPA. | - Explore website and resources and adapt these to improve PESSPA within school.<br>- Look into CPD opportunities to improve areas of weakness in PESSPA across our school.   | £210               | - Staff are better informed into how to improve PESSPA across school. Therefore students are closer to achieving their 60 active minutes across school day.   | - Continue to purchase the membership yearly.<br>- Continue to explore the resources and adapt and apply them to suit our school's needs. |
| More lessons to be delivered across the whole curriculum in an active way through use of Teach Active.   | One Maths/ English lesson per week to be taught using 'Teach Active' planning.  | £654               | Students have more opportunities to be active across the school day, therefore improving both physical and mental well being. Also improving engagement and attainment levels with English/ Maths, particularly with students working below expected. | Formalising these lessons and increasing the frequency that staff deliver lessons in this way.  |

|   |   |     |  |   |
|---|---|-----|--|---|
| Increase student's pride in representing the school in inter school events. | New student kit to be used when students are taking part in competitions and festivals. | £44 | Students feel a sense of belonging and pride when representing their school. This becomes something to aspire to achieve as students move up the school. | More formal PE kit for PE lessons in order to raise profile and increase that sense of belonging. |
|---|---|-----|--|---|

| 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:  |
| Use of KW (PE, SS and Well being coordinator) to improve the quality of education in PE and also quality of performance in sport.                           | Regular meetings with KW in order to inform about strengths and weaknesses of our school's PESSPA offer.<br>KW to work with specific members of staff in their PE time. Begin with ECTs then staff that, through both self and staff reflection, feel they may need more support. | £6021                                     | Staff confidence improved so students receive higher quality lessons therefore more progress made across schemes of work. This will, in turn, improve performance levels at PAT Games and School Games events. | Analyse extra curricular offer in order to allow more students to access sport and physical activity across school day. Staff members could run these activities through activity specific CPD. |
| PESSPA subject lead to complete AfPE level 6 certificate in Primary School Physical Education Specialism.   | 3 sessions across school year and completing coursework within school i.e. creating PE policy, RAG rating PE, lesson observations etc.  | £0 (paid for from previous year's budget) | Subject leader to gain greater understanding of quality of Physical Education within their school. This will allow them to identify strengths and weaknesses within the school and tailor CPD to suit this.    | Create action plan in order to make improvements. This may be KW working with specific members of staff or specific whole staff CPD i.e. behavior management, assessment etc.                   |

| 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:  |
| PE curriculum developed by PAT PE, School Sport and Well Being coordinator using Get Set for PE to ensure pupils are offered a rich and varied curriculum across school. This will focus on activities missed in 20/21 curriculum due to COVID. | From EYFS to Y6 curriculum in varied and students cover Dance, gymnastics, team building etc. all which were missed last year. | £0 (Paid through previous year's budget) | Students to receive well planned, progressive, high quality PE across a wide range of activities. Staff need to be aware of gaps in knowledge and therefore may need to deliver scheme from previous year. | Introduction of alternative extra curricular activities that may not be covered in curriculum time. i.e. archery, swimming, basketball                      |
| Increase EYFS and KS1 levels of balance, coordination and core strength.  | Balanceability bikes bought in order that each student in EYFS/ Year 1 receives a half term of lessons.                        | £0 (paid through previous year's budget) | Improve students' balance, coordination and core strength in order to better prepare them for PE lessons and a future of being physically active. Speed up process of learning to ride a bike.             | Top up sessions used for students that may have struggled to achieve outcomes across the original 6 week block. Encourage more students to cycle to school. |

| 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:            |
| Weekly engagement in both inter and intra school sport offering opportunities across age groups, gender, SEND etc.  | Regular participation in both the PAT Games and School Games. (both competitive events and festivals)<br>Also more intra school competitions i.e. Y3/4 interhouse football alongside the regular cross country competition. | £0                 | ALL KS2 students should have the opportunity to take part in competitive sport across the school year. | Look at how we can engage KS1 in competitive sport. |

|                 |                |
|-----------------|----------------|
| Signed off by   |                |
| Head Teacher:   | I.Shuttleworth |
| Date:           | 25/11/2021     |
| Subject Leader: | E. Grayson     |
| Date:           | 25/11/2021     |
| Governor:       |                |
| Date:           |                |