

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 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	£ 0
Total amount allocated for 2020/21	£18,410
How much (if any) do you intend to carry over from this total fund into 2021/22?	£ 0
Total amount allocated for 2021/22	£18,510
Total amount of funding for 2021/22. To be spent and reported on by 31st July 2022.	£ 18,510

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>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</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>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.</p> <p>Please see note above</p>	47%
<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>	22%
<p>What percentage of your current Year 6 cohort perform safe self-rescue in different water-based situations?</p>	100%
<p>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?</p>	Yes/ 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: £18,510		Date Updated:	
<p>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</p>					Percentage of total allocation: 39%
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?:	
Children to have a better quality of Physical Education opportunities.	Children to be offered a range of after school clubs to take part in.	£2800	£1950	Children have enjoyed the range of after school clubs. Football is oversubscribed in every year group.	To have a dinner time football club for children to access. More opportunities for competitions and tournaments to be made available to children.
	Develop the playground so that children have better quality opportunities.	Supervision/encourage physical activity/games		New playground equipment has been installed for children to use at playtime and dinnertime. Children thoroughly enjoy the opportunities that this has given them to build on their physical, social and emotional development.	Children to continue to use the playground equipment.

<p>Children in EYFS are able to continue active, outdoor learning in all weathers.</p> <p>Re develop children's understanding of how and why to lead a healthy, active lifestyle through the promotion of activities outside of the school day.</p>	<p>Create opportunities for pupils to take ownership of their physical activity at breaks and lunchtimes.</p> <p>Give the children allocated equipment that they can use during these break times.</p> <p>Early Years outdoors area to be adapted and changed to give the children better opportunities.</p> <p>Encourage healthy eating within school, especially during break times.</p> <p>Celebrate out of school activity achievements.</p> <p>Children to be encouraged to walk to school where they can.</p>	<p>£1000</p> <p>Sports equipment bags for each class</p> <p>£1500</p> <p>Bikes for EYFS</p>	<p>Boxes of different equipment have been given to classes for children to use. They have a range of equipment in that will enable them to build on skills they have learnt in their PE and after school sessions. This also has given staff members the opportunity to scaffold children that need that extra support.</p> <p>Early Years outdoors has been adapted to suit all weathers enabling the children to access outside all of the time.</p> <p>Children have been encouraged to eat a healthy snack at breaktime. Out of school activities and clubs have been promoted on a weekly basis through the weekly newsletter. Achievements from out of school activity needs to be celebrated in weekly celebration assemblies.</p>	<p>Ensure that the boxes are kept full of appropriate equipment. Ensure that equipment is safe and that it is not broken. If broken dispose of correctly and replace with new.</p> <p>To continue to use the outdoors area and to make sure there is a range of equipment to benefit the children's learning suitable for their development (links to the EYFS).</p> <p>To have a healthy me day, where the children understand and learn about the importance of being healthy and making healthy choices.</p> <p>Children to take part in walk to school week.</p>
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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: 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:
Children to be more aware of PE, school sports and physical activity both within school and beyond. For parents to be encouraged to support their children in their Physical Education.	PE to have a regular feature on the newsletter. Take part in tournaments and competitions throughout he year. Take part in Gotta Dance at the Prince of Wales Theatre. New sports clubs outside of school to be promoted to the children. Celebrate physical activity during assemblies. Use brain gym brakes or other physical activities alike to keep children engaged throughout the day. Parents/ carers to be invited in to support their children in Sports Day. Parents/ carers to be invited in to watch football matches.	£100	PE has been regularly documented about on the weekly newsletter. This has included successes, team games, after school clubs, topics and also out of school activities. A football match has been held against another local school and parents have been very supportive. Children took part in Gotta Dance, performing at the Prince of Wales Theatre in front of a large audience. Sports day was a huge success and parents verbal feedback was positive. Most children wear positive PE uniform.	Have visitors from a sports background. Create a display about after school clubs promoting them. Sporting competitions and tournaments need to continue and become more regular. To continue with our annual Sports Day event. Continue with tournaments and shows. Positive PE uniform to be continuously promoted. Parents to be informed of PE uniform ready for September.

	To ensure children wear PE uniform. This promotes the importance of PE.			A staff questionnaire has been sent out to establish if a staff PE uniform is wanted. Samples have been tried and an order will be placed in September for staff PE uniform. This will enable the staff to promote the importance of PE uniform and PE to the children and parents.
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Key indicator 3: Increased confidence, knowledge and skills of all staff in teaching PE and sport				Percentage of total allocation:
				54%
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:
Staff to feel confident when teaching PE, linking planning to the National Curriculum, ensuring progression in skills.	PE lead to observe staff alongside SLT to get an understanding of what PE looks like in school.	£8000	PE lessons have more of an impact on the children as lessons become more skill based.	PE lead to dedicate time to monitor lessons.
Staff to be able to confidently assess the progress of their children and address gaps and also be confident when challenging children.	Safe Practice in PE book purchased to ensure that practise is up to date and guidelines are being adhered too.	£50	Children will show more of an enjoyment in PE as there are a variety of warm ups, cool downs and other ideas of games.	Mr Mitchell (Sports coach) to support all staff when needed to continue to become more confident when teaching PE lessons.
Staff to feel confident when leading activities which promote mental health and well-being/active lifestyles.	Planning and teaching support to be given when and where needed. A range of books will be available to staff to aid their teaching and learning.	£1000		

Staff to feel confident in supporting children with their mental health.	Use a staff questionnaire to understand staff confidence levels and to also be able to put in place any training needed. PE lead to attend Forest School Level 3 training to gain knowledge of how to enhance children's mental well-being.	Course funded by Send Hub Supply £1000		PE lead to take on a group of chosen children with specific needs to target to help them in areas of physical development.
Key indicator 4: Broader experience of a range of sports and activities offered to all pupils				Percentage of total allocation:
Intent	Implementation		Impact	3%
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 to have access to a broad range of experiences and sports activities in PE lessons and beyond.</p>	<p>Children to complete a questionnaire to get an understanding of what clubs they would like.</p> <p>Year 4 and Year 6 children to be given the opportunity to attend Whitemoor lakes- an outdoor education visit to enhance physical and social development.</p> <p>Gym equipment, climbing equipment and trim trail to be installed onto the KS1, KS2 playground and field.</p> <p>EYFS to have a new outdoor area which will promote physical development and help to imbed the fundamental skills that they need.</p>	<p>£500 to pay for the coach</p>	<p>Children have identified clubs in which they would like to take part in.</p> <p>Children have an awareness of new sports/ activities which promote healthy/ active lifestyle.</p> <p>Whitemoor lakes gives children the opportunity to try new/ other activities that they would not have the opportunity to try without this provision. This in turn promotes their physical health, mental health and social health. It also gives the opportunity for “non-sporty” children to become more active.</p> <p>Opportunities from after school clubs and new playground equipment has helped the children to build on their fundamental skills.</p> <p>Classes to be put on a rota to use the equipment on the playgrounds and field.</p>	<p>Children to complete a questionnaire to find new sports/ activities that they would like to take part in.</p> <p>Continue with the educational visits. Approach children who are not attending the visits to see if we can help in any way.</p> <p>Invite outside providers into school to run extra after school clubs.</p> <p>PE lead to take a group of children to take part in Forest School.</p>
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Key indicator 5: Increased participation in competitive sport				Percentage of total allocation:
				0%
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:
Children are able to participate in competitive sporting opportunities at all ages.	Children to take part in competitions/ matches and tournaments with other local schools.		Children are able to understand the importance of competing as part of a team. They understand rules and can play a team game correctly.	More opportunities need to be given to the children to take part in small team game, this can be both in house and against other schools.

Signed off by	
Head Teacher:	
Date:	
Subject Leader:	
Date:	
Governor:	
Date:	