

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	£4000
Total amount allocated for 2020/21	£18,850
How much (if any) do you intend to carry over from this total fund into 2021/22?	£1950
Total amount allocated for 2021/22	£18,850
Total amount of funding for 2021/22. To be spent and reported on by 31st July 2022.	£20,800

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>	Water confidence 100%
<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 2021.</p> <p>Please see note above</p>	81.58%
<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>	81.58%
<p>What percentage of your current Year 6 cohort perform safe self-rescue in different water-based situations?</p>	97.37%
<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: 2020/21		Total fund allocated: 20,800		Date Updated: 20/7/22	
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: 21.8%
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 identify, establish and embed a planning and assessment system for PE that will ensure children make sufficient progress within each sport and to target limited progress children.		To find a strategy to assess children meaningfully and efficiently. Implement new assessment strategy across key stages and monitor it with other leaders. Motivate children around the school with sporting challenge signs on the school MUGA and school hall.		£4,524.44	This year we have trialed different assessment strategies that will work best for PE. We have found a strategy that is very much based on staff and pupil voice and monitoring completed by middle leaders. PEDPASS documents are there to support with identifying children who have got the skill and children who have not met the aims of the criteria. Assessment of the subject now ensures that content is being taught in a progressive sequence that allows it to be retained in the long-term memory.
Key indicator 2: The profile of PESSPA being raised across the school as a tool for whole school improvement					Percentage of total allocation: 28.4%
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>After COVID-19 we want the profile of PE and sport to be raised across the school as a tool to support whole school improvement. Pupils should be able to talk openly about the activities and sports that are being taught across the school with a knowledge of how the sports are played competitively. Sporting events throughout the year should be celebrated or at least spoken of so that children can follow it in and out of school.</p>	<p>PE across the school to be updated and refreshed now we are back to full curriculum.</p> <p>To continue to increase and establish opportunities for pupils to be physically active at other times during the day. PE lead and lunchtime supervisors to meet and discuss opportunities for end of lunchtime fitness/ physical activity. Lunchtime supervisor training for sports over lunchtime. Y6 Leaders.</p> <p>PE in EYFS to be increased and development of Physical Education in the EYFS setting.</p> <p>Swimming pool to be placed on school playground to give children swimming experience that may have never had it.</p> <p>To promote excitement around sports across the school using new displays and follow key events that are happening throughout the year, e.g. commonwealth games.</p>	<p>£4900</p> <p>£1000</p>	<p>The whole school have gained a knowledge of swimming practices and achievements within the school and make improvements to these in line with curriculum. A swimming pool was hired for 3 weeks in the Spring term where the whole school got the opportunity for basic swimming lessons and year 6 being able to an understanding of water safety, be able to swim a minimum of 25 metres unaided, and understand safe self-rescue. The pass rate after this was very good.</p> <p>The profile of PE and sport is raised across the school as a tool for whole-school improvement. This has been through our first sport days since COVID-19 and a variety of different opportunities for the children. Aspire set up a commonwealth workshop in the Summer term for KS2 to learn about what it is about and experience some of the activities they compete in. They also set up a wheelchair activity which was brilliant for inclusivity. The children came away from it understanding a lot more about the games.</p> <p>Outcomes for pupils have been enhanced through up to date training through use of outside agencies.</p>	<p>These improvements and the legacy to last in future years. Changed attitudes and perceptions towards the difference PE can make will lead to higher outcomes and opportunities for pupils in school.</p> <p>Next Steps: For the next academic year staff are going to incorporate half of a lesson at the start of every sport to watch sporting professionals compete to raise the profile of how sports are played competitively. New prints are being displayed around the school to celebrate modern day sporting successes.</p>

			Current year 5's have been trained as lunchtime play leaders to start in September.	
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Key indicator 3: Increased confidence, knowledge and skills of all staff in teaching PE and sport	Percentage of total allocation:
	48.4%

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?:
Our focus is for staff to feel more confident in building progression in subjects such as gymnastics and dance following a staff voice from previous years. Staff have also commented that subject knowledge on how to build progression throughout lessons would be beneficial.	<p>Book and take part in training with Emma Shaw to work with classes and teachers on a series of lessons to observe and teach progression in PE. Staff to take part in in school bespoke package for gymnastics and dance.</p> <p>Book other CPD partners e.g. Mass or Aspire.</p> <p>Work with them to build CPD for staff in areas of the PE curriculum and sports where staff are not confident.</p>	<p>£7725</p> <p>£2340</p>	<p>Monitoring activities including staff audits have been completed and analysed meaning the PE lead has a thorough understanding of staffs CPD needs and can plan appropriate provision to support staffs identified areas for improvement. Staff gain the most up to date CPD and can apply their gained knowledge and understanding in PE lessons which directly make a difference to pupils' experiences, engagement and progress in PE lessons.</p> <p>Staff have worked with a company on the development of gymnastics lessons throughout the school where the key focus has been progression across year groups. In the Autumn term of the next academic year staff will be having dance CPD. A fully qualified ASPIRE coach has been working with the school for the summer term every Friday. This has allowed children and staff to get the best out of their lessons. Staff used a PECS analysis document to voice how they felt before</p>
			Sustainability and suggested next steps:
			The focus on staff CPD will allow for the staff to feel more confident with the delivery of the PE curriculum resulting in better outcomes for the children. Next steps for the next academic year will be to continue to use other CPD partners to allow teachers that have not been worked with yet to get a chance to build their CPD. ASPIRE and Caroline Holder are already booked in for sports and dance CPD.

			and after the coaching. Staff voice after the sessions have commented how well the sessions were ran and they now have a broader subject knowledge on certain sports being taught in the curriculum. On the PECS document staff all stated that they feel more confident with the teaching of PE. This is being continued into the next academic year.	
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Key indicator 4: Broader experience of a range of sports and activities offered to all pupils Percentage of total allocation:
7.2%

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?:
After a year of not taking part in many sporting activities due to COVID 19 our aim this year is to give children a broad and balanced curriculum of PE following a scheme that gives us a range of sports and activities offered to all pupils. We want to maintain the promotion of well-being and mindfulness within the PE curriculum.	<p>Further develop our Mindfulness and Wellbeing Curriculum consolidating the link with P.E.</p> <p>Refresh of forest school resources and equipment.</p> <p>Children are provided with opportunities to compete with their peers and other schools via an annual programme of events.</p> <p>Children to experience an after school club of a particular interest.</p> <p>Promote sports day around the school as it has not been done through COVID.</p>	£1495	<p>Following a parent voice about after school clubs, all staff this year have put on a variety of different after school clubs allowing children the opportunity to take part in a range of different activities.</p> <p>PE is now a well-resourced subject with plenty of differentiated resources to support active teaching and learning opportunities for pupils resulting in increased progress, enjoyment and involvement in lessons other subject areas.</p> <p>There is a PE vision which promotes healthy, active lifestyles, participation and competition, enjoyment and confidence in pupils.</p> <p>The PE curriculum focuses on developing the whole child, positive behaviours,</p>
			Sustainability and suggested next steps: Next year we would like to keep a focus on mindfulness and forest school so we will need to ensure that the equipment for forest school and relax kids is well maintained. We want to keep sports clubs running after school this will help with the support from outside agencies such as ASPIRE. Next year we would like to participate in more competitive sports.

			<p>attitudes and developing knowledge, skills and understanding of pupils.</p> <p>Full PE curriculum well implemented across the school with a wide range of sports being taught.</p> <p>Sports day was well equipped and children all enjoyed participating in competitive sports.</p>	
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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:
After COVID-19 we want to increase the competitive sports that children participate in as a school. This can be done through school games or internally within the school.	To take part in a variety of competitive games listed on school games. To host a range of internal competitions such as sports day.		Children all took part in sports day this year where children were put into their colour houses and practised prior to the day. All children were exposed to the concept of competitive sport and understand what it means. We had a visitor in from ASPIRE to show KS2 some competitive games played in the commonwealth games where children took part in mini class competitions.	Steps for the next academic year are to ensure that the school aim to enter in as many competitions through school games to try and achieve a school award.

Signed off by	
Head Teacher:	
Date:	
Subject Leader:	E.morrin
Date:	20/7/22
Governor:	
Date:	