

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	£6760 – spent 20/21
Total amount allocated for 2020/21	£17,330
How much (if any) do you intend to carry over from this total fund into 2021/22?	£4,190.15
Total amount allocated for 2021/22	£17,330
Total amount of funding for 2021/22. To be spent and reported on by 31st July 2022.	£21,520.15

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>	<p>2021 Y6 - 77%</p> <p>2022 Y6 TBC</p>
<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>	<p>2021 Y6 - 73%</p> <p>2022 Y6 TBC</p>
<p>What percentage of your current Year 6 cohort perform safe self-rescue in different water-based situations?</p>	<p>21 Y6 86% 22 Y6 TBC</p>
<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>	<p>Yes/No</p>

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 all 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: 51%	
Intent	Implementation	Funding allocated:	Impact	Sustainability and suggested next steps:
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:		Evidence of impact: what do pupils now know and what can they now do? What has changed?:	
Use of the Daily mile to re-engage the children in the process.	<ul style="list-style-type: none"> -Purchase equipment to engage in Daily mile -Staff briefing on the importance of the daily mile and implementing the equipment. -Ensure the daily mile has been completed daily – record onto Seesaw photo and video. -Extra Curriculum running club 	£100	Children’s stamina is increasing over time. Those children who may have walked are now showing more time running/jogging	<ul style="list-style-type: none"> -Staff to engage and participate in the daily mile to engage children too. -Offer rewards to all children who have progressed well and have ‘beaten their PB time’ -Play music
To further develop play time and lunch time engagement in physical activities	-Rotate equipment/activities to enhance engagement	£500	<ul style="list-style-type: none"> -Observing and monitoring of play times shows children engaged with equipment and being more physically active -Children are working as teams and collaborating during play times as well as engaging in the varied sports equipment. 	Resourcing levels are of a higher standard; sharing of best practice examples required to consistently raise the quality of teaching and learning across all ages.

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<p>To offer the opportunity to enhance children’s learning enabled by promote and engage children in Forest Schools with new up to date equipment to support learning.</p>	<ul style="list-style-type: none"> -To provide equipment such as a mud kitchen -To encourage and promote messy play. -To encourage the use of fine and gross motor skills that would be used when climbing trees, scavenging, climbing over roughage. 	<p>Mud kitchen, new Seating, repair of bridge: £1600</p> <p>Overalls: 10 x £14</p>	<ul style="list-style-type: none"> -Children are confident to be active and physical in all weather conditions. -Children are collaborating and increased use of fine and gross motor skills. -Children a broader range of physical activity within all areas of the curriculum. 	<p>All year groups to become more physically active in curriculum lessons through the forest area</p>
<p>Encourage the use of the pond area in outdoor learning providing a wider range of learning opportunities.</p>	<ul style="list-style-type: none"> -To repair the board walk to ensure the pond is safe and accessible at all times and used in all areas of the curriculum promoting an active curriculum -Provide activities across the curriculum on how the pond area can be used within learning. 	<p>Repair: £4190.15</p>	<ul style="list-style-type: none"> -Children a broader range of physical activity within all areas of the curriculum. 	<p>All year groups to become more physically active in the curriculum through the pond area</p>
<p>Repair the Year 1 Outdoor Area so that the children can have an active curriculum offer</p>	<ul style="list-style-type: none"> -Artificial grass to be repaired/logs on the Y1 outdoor area to ensure children have access for safe use. -Children encouraged to use outdoor area by using gross motor skills within the area and modelled how to use equipment safely and correctly. 	<p>£4000 TBC</p>	<ul style="list-style-type: none"> -Children encouraged to use outdoor area in all areas of the curriculum -time is allocated for children to use the outdoor area. 	<p>- children develop a love of active learning from a young age, therefore increasing their desire to remain physically active</p>
<p>To further develop the EYFS outdoor Water Area</p>	<ul style="list-style-type: none"> -Children encouraged to use outdoor area by using gross motor skills within the area and modelled how to use equipment safely and correctly. 	<p>£515.00 Landscapes4learning</p>	<ul style="list-style-type: none"> - children have opportunities to be physically active in a range of different ways -children develop their team work and collaboration 	<p>- children develop a love of active learning from a young age, therefore increasing their desire to remain physically active</p>
<p>Key indicator 2: The profile of PESSPA being raised across the school as a tool for whole school improvement</p>				<p>Percentage of total allocation:</p>
				<p>1%</p>
<p>Intent</p>	<p>Implementation</p>	<p>Impact</p>		

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:
Ensure that all children see the benefit of participating in sporting activities, giving them a sense of achievement	School sports teams to share their recent outcomes during celebration assemblies. -Children are to share their out of school sporting outcomes during celebration assemblies -Staff are to rotate those children participating in teams to ensure all children can experience a sport and the sense of pride. Children will be tracked to ensure all children have the opportunity. -Any virtual games are to be shared with each class to encourage whole class participation. -Ensure twitter feed is up to date by sharing successes on twitter for parents. -maintain school games blog	£200 – Trophies/ stickers for school such as sports day.	-Children are keen to represent the school and express pride in doing so. -Successes and teams are celebrated through the school twitter feeds. -The school's successes are celebrated through displaying trophies in the entrance hall. -PE display board is updated each term to engage children in the competitive curriculum. -Children of all dispositions are encouraged to attend competitive inter school games.	-School maintains the School Games Platinum award. -The vast majority of children in all year groups enjoy representing the school. Talent is identified and nurtured; we have children who compete out of school at county/national levels.
Key indicator 3: Increased confidence, knowledge and skills of all staff in teaching PE and sport				Percentage of total allocation:
				16%
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 further develop the skills of the PE subject lead	SH to attend courses to develop her skills and confidence in leading PE	£500	-PE lead confident in monitoring curriculum and identifying areas for improvement	PE lead able to confidently drive improvements in all aspects of physical activity
To further develop the skills of all staff through CPD	Find areas where staff feel they require CPD.	£2000	- staff feel confident in delivering all areas of the curriculum -children benefit from high quality PE provision -Lesson observations, learning walks evidence, monitoring video recordings on Seesaw and feedback increase the quality of teaching, learning and assessment.	Peer coaching to ensure continuity in weaker areas commented on by staff continue to ensure confident at delivering those subjects.
Raising the profile and quality of PE/sport by hiring specialist practitioners to work alongside staff	-Provide cricket coach to work alongside staff to support delivery of cricket KS2 -Provide Futsal coach to work alongside staff to support delivery of Futsal KS1 -Discuss with SEMH Base staff the interests with Lewis Carroll/ find the sporting specialists to suite the needs	6 sessions £660 5 sessions £315	Staff working alongside Cricket and Futsal to increase confidence in staff at delivering these skills. Pupils reporting their enjoyment for P.E/ sport Teacher assessment indicating pupils increased progress in the development of physical literacy.	
Key indicator 4: Broader experience of a range of sports and activities offered to all pupils				Percentage of total allocation: 27%
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:

Key indicator 5: Increased participation in competitive sport				Percentage of total allocation:
				5%
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>To continue to enter teams in all school games events</p> <p>Where possible enter 2 teams to increase the participation rate in sporting competitions.</p> <p>Staff rotate the children participating to allow more children to experience the sense of pride linked with representing their school.</p> <p>PE lead to send teams to a wide variety of sporting activities to allow different talents to achieve.</p> <p>COVID: Competitions are back on however numbers are limited within competitions</p>	<p>Membership fees/affiliation and entry fees to a range of competitions and events</p> <p>-Purchase equipment for children that supports upcoming school games competitions</p>	<p>£500 = school games competition entrance</p> <p>£500 equipment</p>	<p>Increase in numbers of children having opportunities to participate in inter school sporting activities.</p> <p>Increase in number of children identified as being 'inactive' participating in competitive sports.</p> <p>All children take part in Virtual school games challenges to help achieve a PB COVID 19.</p> <p>Where possible send whole cohorts to events</p>	<p>Where possible send an A, B and C team to events so that all children who want to take part can take part. This will also enable us to maintain school games platinum</p>

Signed off by	
Head Teacher:	Steph Kidd
Date:	01/10/21
Subject Leader:	Sadie Hazeldine
Date:	01/10/21

Created by:



Supported by:



Governor:	Finance & Premises
Date:	18/10/21