

# 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	£0
Total amount allocated for 2020/21	£18,468.17
How much (if any) do you intend to carry over from this total fund into 2021/22?	£0
Total amount allocated for 2021/22	£18,468.17
Total amount of funding for 2021/22. To be spent and reported on by 31st July 2022.	£18,468.17

## 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><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></p>	N/A
<p>What percentage of your current Year 6 cohort swim competently, confidently and proficiently over a distance of at least 25 metres?</p> <p><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 2021.</p> <p>Please see note above</p>	N/A
<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>	N/A
<p><b>What percentage of your current Year 6 cohort perform safe self-rescue in different water-based situations?</b></p>	N/A
<p>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?</p>	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.

<b>Academic Year: 2020/21</b>		<b>Total fund allocated: 18,468.17</b>		<b>Date Updated:</b>	
<b>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</b>					Percentage of total allocation: 55%
<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?:
For all pupils including pupil premium pupils and those from low-income families; to have opportunities to participate in high quality after school clubs. This is to improve their mental health and well-being. These clubs will be resourced by Sport Premium funding and will be free of cost to all children who attend. Those children from disadvantaged families will be encouraged to take part in these activities.		All pupils and especially those who are premium pupils and those from low-income families were offered places in after school clubs. These were at the start in Year group bubbles and eventually as the year progressed and the restrictions were lifted the bubbles could mix.		£1020.00	Children have had the experience of being able to join an afterschool club, where previously they may not have been able to afford too. This has helped them with their mental health and well-being. Also to improve their ability of working with other children.
Engage more pupils at break and lunchtimes in sporting, physical activity. Outside wooden equipment to be repaired.		A wide range of equipment was brought to enable pupils to become active during the lunchtimes.		£3285.96 for larger apparatus on field like monkey bars  £529.98 for smaller equipment	In Autumn term clubs will resume and children will be able to take part.

New sports equipment and use of equipment for outside sessions (including lunchtimes) needs storage in which to store and protect it for years to come.	Purchase of outdoor PE storage that are robust and secure.	£2740.00 for sports coach £2,609.75	Equipment is stored carefully and securely and accounted for so all pupils have equipment for lunchtime and lessons.	
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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:  
21%

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:
Physical Education being a priority as soon as children enter our school. Raise standards in PE for children in EYFS		£1,239.00	Reception teachers have noted physical progress of their children over the course of the program. Pupil voice has also shown how the children enjoy taking part and want to be active.	Build in a range of opportunities to engage in physical education and develop a passion for staying active.
To raise the profile of gymnastics across the school. The current equipment within the school does not allow for children to progress in gymnastics.	To purchase a range of gymnastics equipment that will allow pupils to experience a range of skills across a range of apparatus.	£2574.05	Yet to see impact as Gymnastics is taught in the Autumn term.	

**Key indicator 3: Increased confidence, knowledge and skills of all staff in teaching PE and sport**

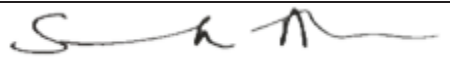
Percentage of total allocation:  
11%

Intent	Implementation		Impact	
Your school focus should be clear what you want the pupils to know	Make sure your actions to achieve are linked to your	Funding allocated:	Evidence of impact: what do pupils now know and what	Sustainability and suggested next steps:

and be able to do and about what they need to learn and to consolidate through practice:	intentions:		can they now do? What has changed?:	
Provision of a specialist sports coach to upskill lunchtime supervisors and provide high quality physical activities for all children to participate in at lunchtimes x2 a week.	Utilise specialist coach to work train Play Leaders that will be from Year 4 to deliver physical activities for younger children during their lunchtimes.	£35.00 for leader caps £45.63 for sports resources	Pupil voice was highly positive, and the children loved having physical activities to participate in during their lunchtime. The Play Leader program has also been very successful and more younger children are active and engaged at lunch time.	Continue the Play Leader program with our new Year 4 to engage our younger children and give our older children valuable leadership opportunities.
Use of skilled sports coach to deliver PE lessons that enable staff to observe and also team teach lessons to increase their confidence, knowledge and skills in the subject.	Staff to watch specialist PE teacher to upskill their own confidence and knowledge of the subject.	£2040.00	Teachers have benefitted from having the CPD knowledge of learning new skills that they can now teach professional next year in their own PE sessions.	
<b>Key indicator 4: Broader experience of a range of sports and activities offered to all pupils</b>				Percentage of total allocation: 8%
<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:
Additional achievements:		£		

<p>New Sports equipment for school. PE equipment for the delivery of high - quality PE session. A wider range of equipment was bought to provide a garter depth of activities. PE coach</p>	<p>A wider range of equipment was bought to provide a depth of activities. This was to improve the delivery of PE across school. Some of the new equipment included: -</p> <ul style="list-style-type: none"> <li>- Hockey sticks.</li> <li>-Footballs.</li> <li>- Tennis balls</li> <li>- Mats</li> <li>- Soft balls</li> </ul>	<p>£308.00 for sports equipment £1,190.00 for sports coach</p>	<p>Whole class PE lesson were improved due to the class teachers having enough equipment for individuals. This helped to develop the children's skills in team games, gymnastics, tennis. Etc.</p>	
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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?:
Specialist coaching for Colour Games and Inter School fixtures.	Utilise a specialist coach to teach children key skills such as archery and Boccia. Teachers can co-teach and gain subject knowledge from the specialist delivering these lessons. Boccia set borrowed from a neighbouring school so no fee.	£850 for sporting coach to deliver	Inclusion has been at the heart of the 'Colour Games' and children from KS2 (Yrs 3 and 4) have competed in archery and Boccia high quality inclusive sports. Staff have given feedback and children have been engaged and enjoyed competing for their teams. Specialist delivered a variety of sports and activities that have led to successful competitive Colour Game competitions. Children were able to perform physical activities with confidence and skill and enjoyed the competition as a result. Staff were able to gain subject knowledge by co-teaching with a specialist.
			Sustainability and suggested next steps:  Continue the 'Colour Games' next year and continue to include inclusive sports to engage all pupils.  To purchase our own equipment for these school fixtures such as Boccia and Archery.  Continue celebrating children's success in competitive sport during assemblies and the physical environment in school with displays.

Signed off by	
Head Teacher:	
Date:	20.07.2022
Subject Leader:	Louise Newman
Date:	19.07.2022

Created by:



Supported by:





Governor:	Kayleigh Mapstone
Date:	30.07.2022