

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	£ 4,702.79 all over spend marked in red
Total amount allocated for 2020/21	£ 17,790.00 £22,492.79 in total with carry over.
How much (if any) do you intend to carry over from this total fund into 2021/22?	£ 5,881.79
Total amount allocated for 2021/22	£
Total amount of funding for 2021/22. To be spent and reported on by 31st July 2022.	£

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>Swimming has been a challenge during the COVID restrictions. The local pool was not open until summer term 2020 (due to its shared facilities).</p> <p>Swimming will be a focus for next year along with self-rescue.</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>55%</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>40%</p>
<p>What percentage of your current Year 6 cohort perform safe self-rescue in different water-based situations?</p>	<p>55%</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?

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: 21,763.00		Date Updated: July 2021	
<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: %
Intent	Implementation		Impact		Sustainability and suggested next steps:
<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:</p>	<p>Make sure your actions to achieve are linked to your intentions:</p>	<p>Funding allocated :</p>	<p>Evidence of impact: what do pupils now know and what can they now do? What has changed?:</p>		
<p>Although regular activity was provided via the virtual learning many children have been less active during the 1st national lockdown. We intend to ensure that children are meeting the 30:30 activity through the day to improve physical fitness.</p> <p>Ensure the children are active throughout the day by ensuring the correct equipment is available to allow for outdoor learning in all curriculum lessons.</p>	<p>During the 3rd lock down we employed 2 sports coaches to provide physical activity on two days a week.</p> <p>Order and purchase welly storage for each class. With wellies in school all day everyday children can wear them to go on the wet field at playtime and for outdoor curriculum lessons</p>	<p>£800.00 (£50 a day x 2 days a week)</p> <p>£648.00</p>	<p>All children that used the Key worker provision (45% school) had daily activity with planning provided by the coaches when they were not present and whole afternoon activities afternoons when coaches were on site. The planning was also provided to staff to provide virtually.</p> <p>All classes now have an extra 10 minute “walking” session on the track in their wellies to encourage a movement break.</p>	<p>The coaches that provided the lockdown activities were later retained to continue providing afterschool provision. This increased the numbers attending the afterschool provision.</p> <p>Next Step: Develop a permanent orienteer course to develop the active walking sessions.</p>	

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Purchase of equipment for outside PE to support the delivery of the PE curriculum to ensure children have access to a high quality experience in PE.	Purchase and update PE equipment.	£700.00	Increased involvement in PE lessons due to a wider variety of lessons. Wider variety of sports taught through PE lessons.	Keep on top of a maintenance rota to ensure the correct amount of equipment is readily available.
Provide opportunities for children's wellbeing to be supported through activity.	28 weeks of mindfulness and movement coaching.	£1,500.00	Children's wellbeing appears greater and the behaviour of children during the lesson much improved.	Next Step: Look into providing a mindfulness club after school.

Key indicator 2: The profile of PESSPA being raised across the school as a tool for whole school improvement

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:
Give children a new experience of different sports.	Purchase an alternative sports day through the Arena sports partnership – encouraging a higher % of involvement with sports day. Children to participate in different sports in line with the Olympics due to the Olympic year.	£405.00	Whole school took part in the event and accessed 3 new sports. All children enjoyed the volleyball and the school will look into including it in the curriculum.	Next Step: Invest in volleyball equipment and CPD.

Encourage more outside teaching to ensure that the children are out of their seats regularly.	Improve and develop the overgrown outside area into the landscaped outside environment to provide a KS1 and KS2 outside teaching space.	£2,500	Impact is to be seen next year as the works are being undertaken over the summer of 2021.	Next step: Design and develop an outside covered area to allow for all year lessons to take place.
Ensure children have access to a range of resources to take part in outdoor lessons.	Using the wild tribe resource bank purchased outside learning equipment	£710.00	Impact is to be seen next year as the resources are yet to arrive.	

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:

Increased the time spent delivering high quality PE lessons by reducing the workload on paperwork.	Purchasing a planning and assessment scheme for the whole school for a 3 year period.	£2000.00	Staff have commented on the ease of planning and this provides	Continue the use of the scheme for the 3 year period.
Provide active learning experiences to keep children active.	Purchase of the year 1-6 outdoor national curriculum books for teachers to use in their planning.	£105.00	Impact is beginning to show as every class now has outdoor lessons on their timetable each half term. Impact to be established after a full year of use.	Next Step: Plan a timetable for the school using these outdoor lessons.
Provide invasion game support to teaching staff.	18 weeks coaches delivery to support teachers with curriculum content.	£1080.00	Teachers feel confident with games however want further support with gymnastics.	Next Step: To organise CPD for all staff in gymnastics for the next year.

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:

<p>Give the children a broad option of sporting experiences through afterschool club provision and curriculum provision.</p>	<p>Employ an agency to take sporting clubs afterschool for all ages from 5years-11years. The same agency also conducted curriculum provision to widen the sporting opportunities.</p>	<p>£3,120.00</p>	<p>Increased participation numbers in afterschool club provision from years 1-6.</p>	<p>Next Step: Continue to offer the range of sports in the afterschool provision.</p>
<p>Develop the older children’s self care and first aid knowledge by purchasing a company to offer first aid lessons.</p>	<p>Wild Tribe first aid lessons provided by a company.</p>	<p>£787.50</p>	<p>All children successfully completed the course and have a knowledge of basic first aid.</p>	<p>Next Step: Ensure first aid is delivered as part of the KS2 curriculum – focus will be on first aid through self rescue and swimming.</p>
<p>Increase the knowledge of pupils in healthy eating and living and how that links to PESSCL.</p>	<p>Healthy hearts and minds KS1</p> <p>Healthy movers KS2</p>	<p>£585.00</p> <p>£585.00</p>	<p>Children are able to discuss the benefits of healthy eating and can discuss foods that can be deemed healthy.</p>	<p>Next Step: To provide suitable ingredients and resources for healthy cooking opportunities through the curriculum.</p>

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:
Entry to the Arena MAT competitions. Provide an opportunity for competition through afterschool clubs.	Children to take part in competitions against the other MAT schools 18 weeks of ASC provided by Arena	£550 (network membership) £535.50	Children took part in 1 virtual competition. The competitions were heavily effected by the pandemic. Increased % of participation numbers in after school provision. Children all able to take part in the team game competitions.	Run an inhouse competition to enable the children to have a regular competitions. Next step: To create a house league system so children can take part in team competitions in the school day.

Signed off by	
Head Teacher:	
Date:	
Subject Leader:	A. Rowe
Date:	30.07.2021
Governor:	
Date:	