

# Evidencing the impact of the Primary PE and sport premium

Website Reporting Tool

Revised July 2021



Commissioned by



Department  
for Education

Created by



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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	£2000
Total amount allocated for 2020/21	£18,720
How much (if any) do you intend to carry over from this total fund into 2021/22?	£0
Total amount allocated for 2021/22	£16,910
Total amount of funding for 2021/22. To be spent and reported on by 31st July 2022.	£16,910

## 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>	
<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>	66%
<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>	75%
<p><b>What percentage of your current Year 6 cohort perform safe self-rescue in different water-based situations?</b></p>	75%
<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:</b> 2021-22		<b>Total fund allocated:</b> £16,910		<b>Date Updated:</b> 14/07/2022	
<b>Key indicator 1:</b> 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: 1%
<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:		Evidence of impact: what do pupils now know and what can they now do? What has changed?:	
Engage all students in daily active playtimes.		Purchase resources so students of all ages have access to a range of different physical activities during these times.		£120	
All students participate in the Golden Mile each day for additional physical activity.		Premier Sport have set up the Golden Mile programme which tracks students running distances over the school year. Classed participate each day to increase their distance and subsequently their physical activity.		No cost	
Increase number of extracurricular activities available for students		Extra-curricular clubs are available for students after school each day. These are led by external providers as well as class teachers/PE teacher.		No cost – parent funded	
		<ul style="list-style-type: none"> <li>• Football club</li> <li>• Gymnastics club</li> <li>• Multi-sports club</li> <li>• Frisbee club</li> <li>• Dance club</li> </ul>		<p>The number of students in KS1 actively participating in clubs has increased. We have also seen students from reception signing up to take part.</p>	
				<p>Equipment owned by the school so can be used next year and beyond. <i>Next step: purchase play equipment for more obscure sports to improve engagement.</i></p> <p>Programme in place for next academic year.</p> <p>Club lists in place for next year. Teachers deliver clubs on rotation to ensure these are sustainable. External providers set up for next year.</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:
				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?:	Sustainability and suggested next steps:
Specialist PE staff to raise profile of PE and school sport to drive forward improvement in the subject and whole school community.	The school has employed a specialist PE teacher.	See KI3	All students have a high-quality PE lesson from a specialist teacher. Impact of PE specialist has meant that PE is a valuable part of the curriculum and there is greater enthusiasm for the subject . Staff have access to regular CPD to improve their delivery of quality PE.	PE teacher employed on a permanent contract to continue developing staff competence.
Use PE as a driver for improvements in student learning.	New PE curriculum and planning rolled out to give staff the tools to improve the quality of teaching and learning through sport and physical activity.	No cost (provided by PE specialist – see KI3)	Higher quality learning is now taking place in PE. Link made to other curriculum subjects also used within PE lessons to develop wider student understanding. PE and physical activity is an important part of the school.	PE lead will work with trust-wide PE team to drive school standards
Increase students’ excitement of PE lessons through specialist resources.	Purchase of specific PE equipment for each activity included in the PE curriculum.	KS1 + 2 = £420	Improved quality of PE lessons and amount of sport/physical activity taking place across the school. Improved profile of PE lessons due to the access to specialist equipment.	Equipment stored effectively in school and will be used in future years. Staff trained on how to use these effectively by PE teacher.

Key indicator 3: Increased confidence, knowledge and skills of all staff in teaching PE and sport				Percentage of total allocation:
				57%
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:
Regular professional development for all teaching staff, promoting higher quality teaching of PE.	Employed school PE teacher to deliver regular training for staff. Class teachers work with PE specialist to assess students and have regular feedback about their own delivery of PE.	£9025	All staff have received regular CPD from PE specialist. Teaching staff are now more confident delivering the wide variety of activities included within the PE curriculum.	PE teacher employed on a permanent contract to continue developing staff competence.
Afterschool CPD support for less confident staff, NQT's.	Trust PE Lead delivered inset to staff on curriculum developments and differentiation focus in practical PE.	No cost (part of above £9025)	Staff given tools to deliver higher quality PE. Increased confidence in feedback forms from staff.	CPD programme in place next year to personalise staff development. Trust PE lead will run this CPD.
Train staff to deliver higher quality outdoor activity and development of school Forest school area	1 staff member level 3 trained to deliver high quality provision. Resources and development of outdoor area to give students opportunity to spend more time active and outdoors.	£630	Higher quality outdoor provision in place for all pupils.	Next steps: develop this topic further next academic year using the trained member of staff to lead on this.

Key indicator 4: Broader experience of a range of sports and activities offered to all pupils				Percentage of total allocation:
				22%
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:
Develop leadership opportunities for students in KS2.	Set up a new Sports Leaders Programme for KS2 students.	£210	Students in year 6 have developed life-long skills and increased confidence in both sport and leadership.	Yearly programme
All students to take part in outdoor/adventurous activities.	School funded a summer term trip for the whole school to Grenville House outdoor education provider. Students took part in paddle boarding, raft building, high ropes, coastal walk.	£2000	Students had a great time and have made lasting memories whilst also developing water-based skills, confidence and teambuilding.	Trips to be planned in for the next academic year. This opportunity is dependent on sports grant funding staying in place.
Use specialist providers to offer students exciting activities.	Whole-school community day took place in the summer term. This included a range of different activities from fencing to martial arts and tennis.	£830	All students took part in a range of new and exciting experiences from specialist providers.	Links made with external providers so they can offer further events like this in the future.
Additional swimming support for students not meeting Yr 6 criteria.	6-week block of additional lessons given by swimming staff for year 6's needing support.	£288	Students who didn't meet national curriculum were given additional opportunity to attend swimming lessons.	PE funding essential for this provision.
Use specialist dance teacher to blend PE with other curriculum areas.	Dance teacher used for international days. Every class were given dance lessons.	£360	Students increased confidence and loved the activity. Excitement about dance moving into next year's PE topic.	Dance teacher will be booked for future dance activities within the curriculum.

Key indicator 5: Increased participation in competitive sport				Percentage of total allocation:
				7%
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:
Offer students trust-wide competitions to <b>every student in the school</b> from EYFS-year 6.	Trust PE lead has arranged festivals which allowed <b>every student</b> to represent their school. <ul style="list-style-type: none"> <li>- KS2 tag rugby</li> <li>- KS2 cross country</li> <li>- EYFS &amp; KS1 multi-skills</li> <li>- Year 5 &amp; 6 Handball</li> <li>- KS2 Football</li> <li>- Year 3 &amp; 4 striking and fielding.</li> <li>- KS2 tennis</li> <li>- Athletics</li> </ul>	Facility hire = £100 Transport = £1102	All students have a greater sense of pride for themselves and their school. Students have also enjoyed competing and the trials and tribulations which go along with competitive activities.	Festival dates in place for next academic year. Format for all events is in place so can be replicated each year. Next steps: inclusion games for SEND and disengaged students to increase opportunity.

**Total funding spend: £15,085**

*Due to events being cancelled by COVID-19, remaining £1,800 will be carried over to 2022-23 academic year.*

Signed off by			
Head Teacher:		Governor	
Date:	19/07/22	Date	20/07/22
Subject Leader:	Matt Tanner		
Date:	16/07/2022		

Created by:  **association for Physical Education**  **Active Partnerships**  **YOUTH SPORT TRUST**

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