

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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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](https://www.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](#).

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Details with regard to funding

Please complete the table below.

Total amount carried over from 2019/20	£17,800
Total amount allocated for 2020/21	£17,760
How much (if any) do you intend to carry over from this total fund into 2021/22?	£Nil
Total amount allocated for 2021/22	£17,680
Total amount of funding for 2021/22. To be spent and reported on by 31st July 2022.	£17,680

Swimming Data

Please report on your Swimming Data below.

Meeting national curriculum requirements for swimming and water safety. 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. 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	96%
What percentage of your current Year 6 cohort swim competently, confidently and proficiently over a distance of at least 25 metres? 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. Please see note above	90.3%
What percentage of your current Year 6 cohort use a range of strokes effectively [for example, front crawl, backstroke and breaststroke]? Please see note above	72%
What percentage of your current Year 6 cohort perform safe self-rescue in different water-based situations?	90%

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 – Extra half term of swimming lessons provided to year 6 and year 4 classes.

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: 2021/22		Total fund allocated:	Date Updated:	
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:
				2.4%
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:
An increased number of children will take part in physical activity during lunch and play time.	<p>Introduce the daily mile with rewards for progress for KS2 and other physical daily activities for KS1 and EYFS.</p> <p>Offer additional sports equipment during breakfast club and at break times.</p>	£613	<p>Children achieved longer distances and were able to complete physical activity for sustained periods, becoming fitter.</p> <p>This has been particularly successful in years 1,2 and 4 where a daily activity was followed more consistently.</p> <p>Staff were able to lead a wider range of activities at lunchtime which led to increased engagement and increased confidence.</p> <p>Children and staff selected and purchased a range of equipment to help with the development of physical skills.</p> <p>The children have been more active and engaged at lunch times due to having equipment to use.</p>	<p>A refresh and update of these resources will take place in September 2022 to replace lost/broken equipment and ensure that the offering to children remains relevant, engaging and active.</p> <p>Next year, the school will put a formal timetable in place to ensure a consistent offering is available where possible. This will be a flexible arrangement where an extra staff member from school can lead play activities to ensure staff have time for their own rest and wellbeing.</p> <p>Investigate active alternatives to a daily mile scheme, as this is often dropped due to time/ weather.</p>

Key indicator 2: The profile of PESSPA being raised across the school as a tool for whole school improvement				Percentage of total allocation: 30.3%
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 enhance daily activity sessions for each class, to further support the positive profile of sport in the school.	<p>Continue lunchtime sport sessions with a range of physical activities offered to all children.</p> <p>Train play leaders to manage games and activities at break times to encourage all children to be more active with the support of external providers.</p> <p>Healthy lifestyles for all children are well promoted. Support is offered from external agencies to parents.</p> <p>Links to be made with partner schools to allow for interschool activities and tournaments. This will include travel and staffing to and from events.</p>	£7,500	<p>The profile of sport across the school is positive and supports the importance of a healthy lifestyle.</p> <p>Children's attitudes and behaviour in sport/PE have improved.</p> <p>Playleader training has begun and more children want to participate in sport and games led by their peers. However due to unforeseen events the training stopped in the last term and needs to be completed to fully implement and embed this.</p> <p>By having access to class equipment, children take more ownership over their break time activities. Due to a rotation of adult-led sports each term, they are be exposed to a wider variety of team games and activities.</p>	<p>Continue with the training of new play leaders to help facilitate active and engaging playtimes and increase the sense of ownership over this time.</p> <p>To further vary the range of sports offered to diversify children's experiences and open them to new possibilities.</p> <p>To create a timetable to make it clear what is on offer each day and to make full use of school facilities to promote active and healthy lifestyles.</p> <p>PE and Healthy living will be more visible across the school, including dedicated display boards on</p>

			Our interschool sports were unable to begin last year. Children participated in school football teams with pride and cooperation. This is the same for our school sports day.	current PE lessons and maintain positive mental and physical health and wellbeing. Inter school events to be restarted.
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Key indicator 3: Increased confidence, knowledge and skills of all staff in teaching PE and sport				Percentage of total allocation:
				6%
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:
Children will receive high quality lessons and staff will receive high quality CPD. The PE curriculum will be relevant and engaging.	<p>Get set 4 PE curriculum to be fully implemented in school with a focus on developing skills to address the needs of the children in our school.</p> <p>Secondary TA to be trained in PE leadership to ensure consistency and self-sufficiency across the schools PE curriculum, particularly during PPA cover sessions.</p> <p>Use staff questionnaires to determine CPD needs, confidence levels and identify staff who would like peer coaching from PE Lead.</p> <p>CPD offered to staff to improve the quality of PE lessons.</p>	£1500	<p>Get set 4 PE has been implemented and is embedding across the school, this has created a consistency for PE across all year groups. Staff are more confident to teach PE and both staff and children have a positive view of PE subject material (from staff and pupil voice surveys)</p> <p>Staff have received 1-2-1 support from the PE lead to develop their own identified training needs. CPD is planned for autumn term 2022 to continue this rolling program of improvement and to ensure that new staff are upskilled, supported and confident.</p> <p>Due to staffing changes I have been unable to source someone to become a second HLTA PE lead.</p>	<p>CPD around need to be booked, with some year groups focussing on behaviour management and some on how to adapt/ personalise the Get set4PE curriculum as the teachers grow in confidence.</p> <p>TA's to be included in CPD to help best assist during PE lessons.</p> <p>New staff and student surveys to be done to identify areas of need.</p>

	PE lead and HLTA will lead active and engaging PE lessons and support less confident teachers.			
Key indicator 4: Broader experience of a range of sports and activities offered to all pupils				Percentage of total allocation: 52.1%
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>Offer a broader range of sports opportunities than has previously been available: for example, cricket, rounders, doge-ball, cross-county, trigolf, cross country etc.</p> <p>Children are aware of the importance of looking after their mental health and engage in a number of strategies to enable them to continue to access a broad curriculum.</p>	<p>To refresh club provision every half term and ensure that there is something for all age groups in each block.</p> <p>Increase the ability for outside play with new playground markings and outdoor equipment.</p> <p>Begin to zone the playground into active areas so that children gain access to a wider variety of activities.</p>	£12,880	<p>Due to the variety and range of after school clubs (including bikeability, Zumba, basketball), children's engagement and active participation in a range of sports is increased.</p> <p>Playground zoning to enable increased sport and club provision has been discussed and zones have been agreed with staff. These will be fully implemented in 2022-23.</p> <p>New outdoor equipment, such as adjustable basket-ball hoops, have allowed the children to engage in more, active activities. Playground markings have not been updated.</p> <p>Mental health board has been put up for children, as well as wellbeing and thrive active to identify and support</p>	<p>I would like to implement and embed playground zoning to help guide activities. I would like to review the playground markings to align with the zoning.</p> <p>Maintain a variety of after school clubs and activities.</p> <p>A review and refresh of outside equipment to be carried out and new equipment ordered.</p> <p>Mental health and PE boards to be kept up to date.</p> <p>Ensure wellbeing resources are ready and available to be used by staff and pupils.</p>

			mental health.	
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Key indicator 5: Increased participation in competitive sport				Percentage of total allocation:
				8.9%
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 competitive sports opportunities in a wider range of sports than has previously been available: for example, cricket, rounders, doge-ball, cross-county, tri-golf etc.	<p>School team participation in local leagues to increase competitive sport.</p> <p>Build and develop partnerships between local high schools to enhance provision.</p> <p>Build links with partner school to engage in a variety of sports competitions including team games and gymnastics.</p>	£ 2,200	<p>We have not participated in extra-curricular externally led tournaments this year.</p> <p>We have restarted our football clubs and children have been keen to participate, particularly in UKS2.</p> <p>A wider variety of clubs have been offered to pupils. Up-to-date resources allow increased participation and quality with more children attending, being active.</p>	<p>To add a wider variety of sports clubs and school teams (Hockey, Tag rugby)</p> <p>To build on and implement sports opportunities with our partner school.</p> <p>To introduce intra – school / house competitions.</p>

Signed off by	
Head Teacher:	Mrs A Goddard
Date:	31.8.22
Subject Leader:	Mr L Rebecca
Date:	31.8.22
Governor:	
Date:	