

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](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](#).

Created by:



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Details with regard to funding

Please complete the table below.

Total amount carried over from 2019/20	£0
Total amount allocated for 2020/21	£19,220
How much (if any) do you intend to carry over from this total fund into 2021/22?	£0
Total amount allocated for 2021/22	£19,470
Total amount of funding for 2021/22. To be spent and reported on by 31st July 2022.	£19,470

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>	Due to intermittent bath closures
<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>	48%
<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>	56%
What percentage of your current Year 6 cohort perform safe self-rescue in different water-based situations?	87%
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: 2021/22		Total fund allocated:		Date Updated: Reviewed October 2022	
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					
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 to take part in regular physical activity.	Ensure PE kits are always in school – letters to parents informing them about PE kits being left in school. Reintroduce fitness in 5 & daily mile to be carried out each day. Provide financial help for families struggling to buy kit/equipment.	£1750	Children understand the importance of being physically active every day and have increased fitness/stamina due to the increase in daily activity.		Look at other LSSP packages – to provide even more physical activity across the school day (Advanced Package)
Develop weekly PE challenges for another opportunity for children to stay physically active.	Weekly PE challenges for children to carry out alongside teacher. Audit equipment – create a playground box for children to use at play and lunch times.	£9936	Increase participation in extra-curricular clubs, allowing children to try a variety of sports that they may not have had the		Look into equipment for the playground – outdoor gym equipment?
Develop further enrichment, cross curricular and extra-curricular events across the school.	Subject leader to liase with school council to hear ‘children’s voice’ about what clubs they would like to				

	<p>be implemented before and after school.</p> <p>Subject leader to make connections with community and research companies that will provide clubs.</p> <p>Promote community clubs for children to take part in outside of schools; through leaflets, posters.</p>		<p>opportunity to otherwise. This created an exciting sporting environment around school, with children going on to perform in competitions with skills learnt. These clubs also supported children's fitness, wellbeing and physical/mental health.</p>	
<p>Additional targeted support for SEND and vulnerable children in daily lunchtime club sessions with a specialist PE teacher to build confidence and developing motor skills over time.</p> <p>Continue opportunities for competitive sport through both inter and intra school competitions in partnership with our LSSP Bronze Package.</p>	<p>Specialist PE teacher to liaise with SEND coordinator in selecting and organising children for this 'focus' group.</p> <p>Ensure equipment and space is allocated for group.</p> <p>Subject leader to support entry to competitive sports through LSSP Bronze Package.</p> <p>Subject leader and teachers to organise intra competitions/weekly PE challenges.</p>	£5309	<p>This targeted support allowed children to build and enhance confidence, team building skills, resilience, motor skills and social skills in a small group session which they could then apply in lessons. This led to excellent progress in skill and confidence for children to perform certain tasks.</p>	

Key indicator 2: The profile of PESSPA being raised across the school as a tool for whole school improvement				
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 PE board/display area, website section to raise the profile of PE and healthy lifestyles for all children throughout the school, to parents and in the local community.	<p>PE specialist, teachers and Subject Leader to contribute to the website to develop the PE section and class twitters.</p> <p>PE noticeboard set up, key words relating to sport/physical activity, certificates and pictures of clubs and sporting competitions.</p> <p>To celebrate sporting achievements at whole school assembly both from in school and out of school activities.</p> <p>Performances and skills to be shared in year group and whole school assemblies.</p>		<p>Olympic gymnast visit – inspired the children to lead a healthy, active lifestyle and be committed to clubs.</p>	<p>Continue to look for different people to visit and hold inspiration assemblies across a variety of sports.</p> <p>Continue to update PE displays around school & school website/twitter pages.</p> <p>Continue to encourage outside clubs – flyers/awards in assembly.</p>
Contact former pupils who are now in the sporting industry to provide talks/assemblies to inspire and motivate our pupils.	Subject leader to contact past pupils to sports people to come into school for themed days.			

<p>Continue to encourage and support children in sports both in and outside school time.</p> <p>International Sports Day – have a whole day dedicated to Sports, Competitions, Healthy Lifestyle, and Sporting Values.</p>	<p>Actively share newsletters and posters from outside clubs – encouraging children to get involved if interested.</p> <p>Use Children’s University as a tool to enhance and increase pupils’ participation in extracurricular sporting activities/clubs both in and out of school – through use of stamping passport.</p> <p>Subject Leaders & Teachers plan activities for throughout the day.</p>			
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Key indicator 3: Increased confidence, knowledge and skills of all staff in teaching PE and sport				
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>CPD for staff from the specialist PE teacher to create sustainability in the quality of PE teaching for the future.</p> <p>Subject leader to continue to develop subject knowledge.</p> <p>To continue to incorporate PE Passport into planning and assessment to assist teachers lessons – Subject leader to create Medium Term Plans.</p>	<p>PE Specialist to continue to support staff through CPD, modelling skills and lessons across the PE curriculum – Allow staff meeting time provide training.</p> <p>Use contacts with SIL & LSSP to keep up to date with relevant guidance and subject knowledge.</p> <p>Organise staff meeting times to talk teachers through PE Passport and ensure confident in using it correctly.</p>	£700	<p>Staff have improved their skills and confidence which has enhanced their quality of teaching PE. This has resulted in improved progress, achievement and enjoyment of pupils.</p>	<p>Continue CPD across areas of PE curriculum.</p> <p>Evaluate and update lessons/medium term plans.</p>

Key indicator 4: Broader experience of a range of sports and activities offered to all pupils				
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>Ensure the quality of PE Curriculum is broad, balanced and progressive.</p> <p>Pupil voice questionnaire to ensure we are offering sports and activities that link to children's interests.</p> <p>To give children opportunities for competitive sport through both inter and intra school competitions in a wide variety of sports/games in partnership with the LSSP Bronze Package.</p>	<p>Subject Leader to review Long Term/Medium Term Plans and amend if necessary.</p> <p>Subject Leader to create questionnaire and analyse data – from this, enquire about clubs and activities.</p> <p>Children's University to help develop current activities and drive new extracurricular sporting activities - children accumulate hours of clubs to achieve a prize.</p> <p>Subject Leader to continue links with LSSP regarding internal and external competitions. Also, look for development days where children take part in sports/activities not linked to our curriculum.</p>		<p>Pupil voice informed us of club's children wanted to take part in, therefore increased participation.</p>	<p>Gather and explore the data of children's participation in clubs – identify gaps in year groups/vulnerable groups.</p>

Contact former pupils who are now in the sporting industry to provide talks/assemblies to inspire and motivate our pupils.	Subject leader to contact past pupils to sports people to come into school for themed days – maybe look for sports they're not familiar with.		Gymnastics, Daniel Purvis, came to school and held inspirational assemblies and workshops with each year group. This was a great day and children really enjoyed it, inspiring them to take part in sports outside of school and maybe one day becoming an athlete themselves. He also encouraged healthy eating and living a healthy lifestyle in order to be fit and healthy.	
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Key indicator 5: Increased participation in competitive sport				
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 give children opportunities for competitive sport through both inter and intra school competitions in a wide variety of sports/games in partnership with the LSSP Bronze Package.</p> <p>Annual school sports day KS1 and KS2.</p>	<p>Subject Leader to continue and develop more opportunities for entering competitive sports, regularly checking LSSP websites for competitions and event.</p> <p>Taking part in LSSP competitions both KS1 and KS2 - also for SEND children.</p> <p>Lunchtime intra sports/games competitions and weekly PE challenges run by teachers.</p> <p>Purchase of certificates, medals and trophies for intra competitions and sports day and lunchtime competitions.</p>	£1775	<p>Children took part in numerous class competitions during lessons and external LSSP competitions against other schools.</p> <p>As a result, children recognised the value of competitive sport and developed life skills with a particular emphasis on self-motivation and perseverance.</p> <p>Sports Day certificates and medals were presented and celebrated in classes/assemblies. This raised the profile of sporting achievements and gave children aspirations, exposing them to a variety of activities they may have previously not been aware of and may wish to continue outside of school.</p>	<p>Train up another member of staff on the minibus, in case of sickness or other commitments.</p> <p>Continue LSSP package.</p>

Signed off by	
Head Teacher:	
Date:	
Subject Leader:	
Date:	
Governor:	
Date:	