

# 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](#).



Created by:



Supported by:



## Details with regard to funding

Please complete the table below.

|   |         |
|---|---------|
| Total amount carried over from 2019/20  | £0      |
| Total amount allocated for 2020/21  | £7,079  |
| How much (if any) do you intend to carry over from this total fund into 2021/22?    | £7,079  |
| Total amount allocated for 2021/22  | £9,899  |
| Total amount of funding for 2021/22. To be spent and reported on by 31st July 2022. | £16,705 |

## 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>  | 87%            |
| <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>  | 87%            |
| <p><b>What percentage of your current Year 6 cohort perform safe self-rescue in different water-based situations?</b></p>  | 87%            |
| <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>   | Yes/ <b>No</b> |

## 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: £15,000 |                      | Date Updated: 20/7/22   |  |
|--|--|-------------------------------|----------------------|---|--|
| <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:<br>65% |
| 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?:  |  |
| To develop pupil engagement at play time and lunch times   | A skipping day was held. The children were taught traditional and modern games. The playground leaders and TA's were also trained  |                               | £415                 | We have a larger number of children engaged in physical activity  |  |
| To provide resources for the children in curriculum and playtime to engage and stimulate activity  | We have purchased, <ul style="list-style-type: none"> <li>• skipping ropes</li> <li>• playground equipment</li> <li>• signs for EYFS – to stimulate vocabulary, creative play and interaction.</li> </ul>              |                               | £ 5,440              | Children have more opportunities to be active at play and lunch   |  |
| Increase the activity levels of all pupils   | We have purchased a Cross curricular orienteering scheme that is used to access the outside and ensure the children are active as much as possible<br><br>Developed the school playground to make it more interactive. |                               | £2,700<br><br>£6,200 | Will allow children to be active more and encourage cross curricular links to be developed<br><br>Will provide further opportunities to engage of a play/lunch time |  |
|  |  |                               |                      | Sustainability and suggested next steps:  |  |
|  |  |                               |                      | To be timetabled to ensure happens weekly. Playground leaders to use with younger children  |  |
|  |  |                               |                      | Monitor use of equipment and how we can develop going forward.  |  |
|  |  |                               |                      | Staff to receive training in October  |  |
|  |  |                               |                      | To continue to promote  |  |

Created by:



Supported by:



| Key indicator 2: The profile of PESSPA being raised across the school as a tool for whole school improvement  |   |  |  | Percentage of total allocation:  |
|---|---|--|--|--|
|   |   |  |  | 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 promote sport, physical exercise and a healthy lifestyle to all stakeholders.  | <p>We used outside sports events to focus in school –<br/>           Winter Olympics – curling day<br/>           Euro championships – girls football<br/>           Commonwealth games – athletics</p> <p>We also achieved the health schools accreditation (2022)</p> <p>We celebrate achievements outside of school</p> <p>We use Friday Achievement assemblies/ newsletters to recognise everyone who has represented the school at sport</p> | <p>£ 559</p> <p>£0</p> <p>£0</p> <p>£0</p> | <ul style="list-style-type: none"> <li>Children interacted with Winter Olympics and Women’s’ European championships and were keen to share their stories. Several girls joined an outside club.</li> <li>This has allowed us to focus on individual areas and improve stakeholders understanding.</li> <li>Children are excited to talk about their sports/achievements outside of school</li> <li>All sporting achievements are promoted to all stakeholders</li> </ul> | <p>To introduce a termly ‘Olympics’ across the federation. Promote all sports and allow all children to enter.</p> <p>To continue to develop the healthy ‘living’ side. A nutritionist and chef are visiting&gt; To continue excellent work around mental health.</p> <p>To continue to promote and share.</p> <p>To continue to share and promote</p> |

| Key indicator 3: Increased confidence, knowledge and skills of all staff in teaching PE and 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?:                         | Sustainability and suggested next steps:  |
| To develop the staff skills and knowledge of skipping   | To introduce activities for a more active playtime.   | £182               | Pupils more engaged 'physically' staff more engaged socially.  | To put skipping on the timetable twice a week                                     |
| To ensure all staff are confident in delivering the Real PE scheme  | Staff voice was taken to understand strengths and weaknesses  | £0                 | Staff to feel confident in delivering two hours of quality PE per week   | Staff training on assessments, new staff to attend training on Real PE in October |
| Key indicator 4: Broader experience of a range of sports and activities offered to all pupils   |   |                    |  | 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:  |
| Additional achievements:<br>Achieved School Games Gold Mark<br>Mile a day encourages light exercise   | This was based on an excellent year of supporting and achieving in local area sports.<br>We used the daily mile a day a competition | £0<br>£0           | Children were engaged and achieved brilliantly at a range of sports.<br>Children had a fresh outlook to activity | To develop KS1 opportunities<br>To link to geography and world.                   |

|  |  |                |  |                      |
|--|--|----------------|--|----------------------|
| We took part in two seasonal Welly Walks | To engage the whole school in a 5km walk.                          | £0             | Children engaged in a physical activity        | Continue to organise |
| Whole school swimming                    | The whole school had the opportunity to have six weeks of swimming | £ parents paid | Children get opportunity to learn a life skill | Continue to offer    |

| Key indicator 5: Increased participation in competitive sport   |  |                    |  | 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:                        |
| To offer opportunities to all pupils in competitive sports activities.  | To follow the HASP partnership timetable of sports. Look to develop opportunities in house – football tournament – potted sports | £500               | All children offered opportunities to participate and represent their school             | To look for opportunities to develop ‘events’ for all children. |

|                 |               |
|-----------------|---------------|
| Signed off by   |               |
| Head Teacher    | Paul Cox      |
| Date:           | 27/7/2022     |
| Subject Leader: | Melanie Smith |
| Date:           | 27/7/2022     |
| Governor:       | Monica Pell   |
| Date:           | 27/7/2022     |