

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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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	£0
Total amount allocated for 2020/21	£17,560
How much (if any) do you intend to carry over from this total fund into 2021/22?	£2,806 (16%)
Total amount allocated for 2021/22	£17,490
Total amount of funding for 2021/22. To be spent and reported on by 31st July 2022.	£20,296

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>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 2021.</p> <p>Please see note above</p>	83%
<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>	80%
<p>What percentage of your current Year 6 cohort perform safe self-rescue in different water-based situations?</p>	23%
<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?</p>	

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: £20,306		Date Updated: 18th July 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					Percentage of total allocation: 95%
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:
Increase physical activity across school throughout the day. Children have a variety of choices in the equipment they can use at playtimes.	Develop the outside area to encourage a range of physical activities for ALL children. This will involve the overhaul of the KS1 playground, levelling the grass and providing a wall around the playground to prevent mud washing onto it, land behind classes R – Y5, opening the land to the front of the school and the creation of an additional outdoor play area for the 2-year-old nursery children. <ul style="list-style-type: none"> • Removal of allotment • Creation of pathways for increased physical activity and preparation of land for future physical activity projects. 		£12,510	Children have been included in designing the outdoor area. This is an area that will continue to develop and children will continue to have input into its design. The pupils are seen to be active in the new and improved areas and taking advantage of the new equipment provided to become more physically active, with the support of the sports leaders. The 2-year olds now have their own play space, allowing them more freedom to be active outside without the fear of older children disturbing their play.	All of the equipment purchased is sustainable and will be used for many years ahead. We have identified improvements in access to ensure more children are able to utilise the equipment throughout the school day. In conjunction with the children, further enhancements to the play area have been suggested and the school will look to include these enhancements in the next academic year. Some of our older play

	<ul style="list-style-type: none"> Opening up of front garden by the moving of exterior fencing. <p>School Council Budget for the purchase of play equipment.</p> <p>Purchase of new Fixed Outdoor Exercise Equipment</p>	<p>£1,000</p> <p>£5,686 (actual cost £8,500 – the difference has been paid directly from the school budget).</p>	<p>This has seen a dramatic increase in physical activity for this age group. This has also helped the pre-schoolers who in turn have more space to “get active” on their bikes and scooters, improving their balance and gross motor skills.</p>	<p>equipment has fallen into a state of disrepair. As it is too good to remove, we will repair the equipment to extend its life.</p>
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<p>Key indicator 2: The profile of PESSPA being raised across the school as a tool for whole school improvement</p>	<p>Percentage of total allocation:</p> <p>0%</p>
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Intent	Implementation		Impact	
<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>Sustainability and suggested next steps:</p>
<p>To increase physical activity during the school day.</p> <p>To enthuse and engage all of our children in sporting activities.</p>	<ul style="list-style-type: none"> More outdoor learning, including walking, visits to the local park and forest school. Mapping of PE Curriculum to 	<p>£0</p>	<p>The physical impact on the children after lockdown has been minimised, they are enthusiastic to participate, and they have felt safe and secure.</p>	<p>Continue to increase our outdoor learning.</p> <p>Further improve the Sports Leader programme, potential to recruit a PE Apprentice to</p>

	<p>ensure a balanced, varied and fun curriculum that encourages all to participate and be physically active.</p> <ul style="list-style-type: none"> • A wide range of extra-curricular lunchtime and after school activities – made possible by class teachers and sports leaders 		<p>Sports Leaders support at lunchtimes to organise a variety of physical activities has seen a decline in behaviour incidents across key stages. Previously behaviour incidents have been related to unstructured sports activities, the structure that the Sports Leaders have provided reduces these issues, that we plan to continue and further improve into the next academic year.</p>	<p>guide the Sports Leaders.</p>
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Key indicator 3: Increased confidence, knowledge and skills of all staff in teaching PE and sport	Percentage of total allocation:
	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:
To ensure ALL staff are confident in delivering PE lessons and a variety of physical activities throughout the day.	<p>PE co-ordinator attended virtual meetings, to discuss the effects of lockdown and safety procedures for PE lessons, which was then reported back at staff meetings.</p> <p>Early Career Teacher attended a PE course relevant to her teacher training, to ensure she is confident in the delivery of PE lessons.</p>	<p>£150</p> <p>£100</p>	Staff confidence to implement a range of physical activities throughout the day, in a safe environment.	<p>Continue with the safe practice knowledge.</p> <p>Assess the knowledge and skills of ALL staff.</p>

Key indicator 4: Broader experience of a range of sports and activities offered to all pupils				Percentage of total allocation: 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:
Additional achievements: To develop cycling within the school, in particular, Early Years and KS1. Bronze membership of Stride Active and Stride Active Competition Package	Purchase more balance bikes and pedal bikes. In the previous year, sporting competitions were seriously limited due to the impact of COVID – this year, we have dramatically increased the number of competitions attended.	£300 £550	Children across Early Years and Key Stage 1 have access to an improved and varied number of bicycles. The competitions entered have ensured a large number of children with a wide range of sporting abilities were able to access sporting competitions and events either of a competitive or non-competitive value based nature.	Continue to ensure the equipment is used and well maintained. Continue to subscribe to the Stride Active packages and strive to enter as many children into a wide range of competitive and non-competitive values based competitions and events.

Key indicator 5: Increased participation in competitive sport				Percentage of total allocation:
				0%
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 increase the number of intra school tournaments throughout the school. To take part in inter school tournaments.	Organise class tournaments, to include hockey, tag rugby, benchball, which will be run on an intra-house basis. In the previous year, sporting competitions were seriously limited due to the impact of COVID – this year, we have dramatically increased the number of competitions attended.	Cost included in Key Indicator 4	Children feeling the joy of taking part, and representing their house. The competitions gave the children a feeling of purpose and team spirit when competing. The competitions entered have ensured a large number of children with a wide range of sporting abilities were able to access sporting competitions and events either of a competitive or non-competitive value based nature.	Continue to develop the programme of intra-school tournaments. Including opportunities for less able pupils to compete at a level suited to their ability. Continue to subscribe to the Stride Active packages and strive to enter as many children into a wide range of competitive and non-competitive values based competitions and events.

Signed off by	
Head Teacher:	Stephen Warrell
Date:	22/7/2022
Subject Leader:	Sarah Powell
Date:	22/7/2022