

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 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	Nil
Total amount allocated for 2020/21	£16,490
How much (if any) do you intend to carry over from this total fund into 2021/22?	£5578
Total amount allocated for 2021/22	£20,790
Total amount of funding for 2021/22. To be spent and reported on by 31st July 2022.	£15,212

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 2020.</p> <p>Please see note above</p>	100%
<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>	100%
<p>What percentage of your current Year 6 cohort perform safe self-rescue in different water-based situations?</p>	80%
<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>	Yes/No

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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:	Date Updated: April 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: 28%
Intent	Implementation		Impact	Sustainability and suggested next steps:
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?:
Invite specialist sports coaches to come into school to work on sports which would not usually be part of the curriculum offer, thus appealing to all children during the school year.	Sports Specialists to visit school for ½ term, introducing staff and pupils to a variety of sports which they can use in teaching going forwards.		£1,500	100% of KS2 pupils have worked alongside sports coaches in sports such as Ultimate Frisbee and Hockey as part of invasion games units.
Hold a 'Skip2bFit' day during the school year, to ensure momentum of days in previous academic year is kept up. providing targeted activities or support to involve and encourage the least active children	Hold a 'Skip2BFit' day in the autumn and spring terms. Continue to implement 'Fitness Five' for the final 5 minutes of lunch break. Pupils to keep personal record of their fitness.		£800	100% of pupils have worked in dance studio with specialist dance teacher.
Offer 'Sports Club' as additional provision and pay a subsidy of 50% for each pupil for half a term per school year.	Hold a 'Skip2BFit' day during the school year, to ensure momentum of days in previous academic year is kept up. providing targeted activities or support to involve and encourage the least active children		£990	Skip2bFit sessions are implemented daily from 12.50-13.00 with 100% of pupils taking part in an intense five minutes of physical activity.
Offer 'Sports Club' as additional provision and pay a subsidy of 50% for each pupil for half a term per school year.	Sports Club provision to have 50% subsidised by school. Target less active pupils.		£200	Subsidised Sports Club in autumn and spring terms for Rec- Y6.– 63% of eligible pupils attended.

Invest in low-cost, low-space playground enhancing techniques (OPAL) to truly enhance the creativity and sense of play at breaktimes.	P.E Leader to visit schools where OPAL is a feature of playtimes Invest in new equipment P.E Leader to work alongside Sports Leaders to train them in how to utilise the new equipment most effectively.		Mindfulness activities, jigsaws and puzzles established in Quiet Area at break and lunchtimes.	Continue Invest in problem solving equipment – drainpipes, crates etc. for open ended break and lunchtime play.
Key indicator 2: The profile of PESSPA being raised across the school as a tool for whole school improvement				Percentage of total allocation:
				21%
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:		Evidence of impact: what do pupils now know and what can they now do? What has changed?:	Sustainability and suggested next steps:
Continue to train Sports Leaders to offer lunchtime activities	Engagement in Sports Leader led lunchtime activities increases to 70% within each cohort.	£200	School has bought into the cluster sports organiser who liaises and shares CPD with the P.E leader.	
Provide release time for the P.E Subject Leader to overhaul P.E curriculum and monitor existing P.E provision	P.E subject lead access training from School Games Organiser to cascade to all staff and lead to whole school improvement.	£2000	Curriculum design (Triple I) and long term plan updated with recommendations from subject audit and Youth Sport Trust Best Practice. GetSet4PE bought and ready to use for non-specialist staff from summer term. Attended P.E subject meetings and fed back to staff.	GetSet4PE will supplement CPD from Sports Coaches to enable high quality PE teaching from all.
Membership of School Sports Partnership and training from Schools Games Organiser.	Engage with sports cluster and training opportunities for all staff	£1000	Through membership of SSP pupils have accessed a range of activities including tennis, Sportshall Athletics and Cross Country. SSP allowed chn to access for free – including Pupil Premium.	Sports events for summer term

Key indicator 3: Increased confidence, knowledge and skills of all staff in teaching PE and sport				Percentage of total allocation:
				27%
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:
Employ a specialist sports coach to work alongside school staff and raise their confidence and competence in delivering high quality P.E lesson Invest in 'Key Steps' gymnastics programme as a teaching resource for supporting the teaching of gymnastics.	Staff to work alongside P.E Specialist once per week in delivery of P.E lessons – working towards a team teaching approach.	£4500 £275	Staff have had the opportunity to work alongside sports coaches and develop best practice into their own P.E lessons (one sports coach / one class teacher) Staff have worked alongside specialist coach in dance and taught alongside. This has furthered staff CPD and confidence in this area. Worked alongside specialist gymnastics coach in spring term on planning and assessment in gymnastics. GetSet4PE established for September 2022 to support non-specialist delivery.	Staff use skills gained through CPD in own curriculum lessons Utilise GetSet4PE to support non-specialists.
Key indicator 4: Broader experience of a range of sports and activities offered to all pupils				Percentage of total allocation:
				23%
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>Employ the services of a specialist dance teacher to teach dance to KS2 for one half-term.</p>	<p>Pupils have a half term of dance taught to them by a dance specialist. Staff to work alongside specialist to increase confidence.</p>	<p>£600</p>	<p>All pupils will have the opportunity to work with dance teacher before July 2022. Enhanced and professional experience of dance, including within studio.</p>	<p>Maintain links. Staff to use development to support future dance teaching.</p>
<p>Provide children with a range of outdoor experiences and challenges through a designated programme of Forest School activities</p>	<p>All pupils in FS2-Y2 to have a weekly Forest School session in the autumn term. Monitor impact of Forest School sessions for consistency. Engage members of the wider school community to support with sessions.</p>	<p>£1875</p>	<p>100% of Rec/KS1 pupils have accessed Forest School sessions in the autumn term. 100% of Y2 and Y5 pupils in spring term and 100% of Y3/4 in summer term. Positive wellbeing and cooperation targets have been spotted as well as work towards EYFS curriculum targets. Forest School is now embedded within R/Y1 timetable through school employed Forest School instructor.</p>	<p>Maintain provision for weekly outdoor learning sessions.</p>
<p>Arrange visits to 'out of the ordinary' sports which the children would not normally experience during school P.E, including equestrian and winter snow-sports.</p>	<p>Organise a programme of visits during the school year.</p>	<p>£200</p>	<p>100% of KS2 pupils accessed Carlton Lodge and OAA activities.</p>	
<p>Increase activity of our EYFS children by implementing a weekly outdoor learning session, developing pupil resilience and key life skills and employing a specialist instructor to deliver.</p>		<p>£1050</p>	<p>EYFS children received weekly outdoor learning session in the autumn term delivered by a specialist instructor. Forest School is now embedded within R/Y1 timetable through school employed Forest School instructor.</p> <p>Pupil voice shows children value the positive mental health and wellbeing impacts of Forest School.</p> <p>Reception pupils resilience and attitudes to behaviour have increased (see % of GLD)</p>	

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:
Provide release time for staff to enable them to accompany pupils to competitive sports events – small school staffing means this has not been possible previously.	Increase participation in inter-school events throughout the year so every child has the opportunity to take part in at least one competitive event.	£1000	100% of KS2 pupils took part in Cluster Cross Country event in Autumn. 1 child came in 1 st place in year group – 2 other children within top 5.	Further sporting opportunities within summer term – particularly for Rec and KS1 pupils
Plan opportunities for termly intra-school competitions alongside Sports Leaders and involving specialist P.E teacher.	All pupils have the opportunity to participate in an inter-house competition at least once a term, following pupil's interests.		KS2 mini tennis competition – both teams came in 4 th place.	
Resource athletics activities thoroughly to develop children's abilities in athletics, celebrated with whole school 'Sports Day'.	All pupils have the opportunity to partake in high quality athletics training, culminating in competitive 'Sports Day'		100% of Y4,5 and 6 pupils took part in Sportshall Athletics event.	
Purchase 'Sports Kits' for pupils representing the school in selected competitive events.	Pupils are proud to represent our school and understand the importance of being appropriately dressed for physical activity.	£200	Intra-school competitions are a feature of P.E lessons within each half-term.	

Signed off by	
Head Teacher:	Samuel Donaldson
Date:	22/7/21
Subject Leader:	Gavin Cope
Date:	22/7/21
Governor:	Mark Thompson Patrick Barber
Date:	22/7/21