

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 allocated for 2021/22 | £17,010 |
| Total amount of funding for 2021/22. To be spent and reported on by 31st July 2022. | £ 17,750 |

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 | |
| 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 2021. Please see note above | % |
| 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 | % |
| What percentage of your current Year 6 cohort perform safe self-rescue in different water-based situations? | % |
| 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 |

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: |
| | | | | | % |
| 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?: | |
| Encouraging active play during break and lunch times. | Replace worn play equipment. Introduce new equipment requested by Play leaders | £1,500 | High engagement with equipment at break and lunch time. | Review equipment annually and ensure all children have a range of sporting equipment. | |
| Establishing and expanding the attendance of sports clubs and broadening the variety on offer. | Sporting Chance professional coaches to offer sporting clubs at lunch time at least 4x a week. | £4,000 | High engagement in lunch time clubs Wider range of sporting activities taking place. | | |
| Catch-up swimming as a result of lost learning due to Covid-19 restrictions. Also ensuring that all children who do not meet the statutory requirements are identified. | Each Year Group in KS2 going swimming for at least a term. Extra swimming sessions offered for Children who have not met the requirement in Y6 in the Summer term. | £1,000 | An increased number of children able to swim 25m. | | |
| | | | | | Percentage of total allocation: |

| 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: |
| Actively encourage pupils to take on leadership or volunteer roles that support the delivery of sport and physical activity within the school. | Play leaders group to be set up. Instructional videos and modelling on how to lead groups of younger children in Sports. | £100 | Children to lead activities for younger children. Play leaders to organise key competitions throughout the year. | Broaden leadership group and have a bigger impact into sport across the school. |
| To purchase sensory/mindfulness equipment to create a room for pupils to use when involved in a sensory break or for a safe space. | School has identified the need for a breakout area 'energy thrive' for children who need extra opportunities for active breaks. | £500 | | |

| Key indicator 3: Increased confidence, knowledge and skills of all staff in teaching PE and sport | | | | Percentage of total allocation: |
|---|--|--------------------|--|--|
| | | | | % |
| 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: |
| Hiring qualified sports coaches and PE specialists to work alongside staff to enhance or extend current opportunities offered to pupils. | Staff to observe and carry out team teach opportunities within PE alongside specialists. | £10,500 | Staff to be increasingly confident in leading PE sessions. | Carry forward to next academic year with improved delivery |

| Key indicator 4: Broader experience of a range of sports and activities offered to all pupils | | | | Percentage of total allocation: |
|---|--|--------------------|--|---|
| 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: |
| Providing more and broadening the variety of extra-curricular activities after school delivered by the school or other sports organisations. | Identify local sports clubs and signpost parents to local holiday clubs. Liase with Sporting Chance to broaden after school sports clubs on offer after consultation with children. | £100 | Sporting Chance offering a wider range of afterschool clubs. | Continue to offer a range of opportunities to the children. |

| Key indicator 5: Increased participation in competitive sport | | | | Percentage of total allocation: |
|---|---|--------------------|--|--|
| | | | | % |
| 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: |
| Organising, coordinating or entering sports competitions within the local area. | Liase with local schools to organise competitive inter and intra competitions. Purchase into local sports organisaitons. | £150 | Children in UKS2 to have taken part in competitive football matches, cricket and other competitions. | Next year to target a range of competitions in a range of year groups. |

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| Signed off by | |
| Head Teacher: | Samantha Travis |
| Date: | 15/09/2022 |
| Subject Leader: | Matthew Newman |
| Date: | 15/09/2022 |