

# Evidencing the impact of the Primary PE and sport premium

Website Reporting Tool

Revised July 2021

Commissioned by



Department  
for Education

Created by





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](#).





## Details with regard to funding

Please complete the table below.

|   |         |
|---|---------|
| Total amount allocated for 2020/21  | £17,670 |
| How much (if any) do you intend to carry over from this total fund into 2022/22?    | £0      |
| Total amount allocated for 2021/22  | £17,512 |
| Total amount of funding for 2021/22. To be spent and reported on by 31st July 2022. | £17,512 |

## Swimming Data

Please report on your Swimming Data below.

|   |       |
|---|-------|
| Meeting national curriculum requirements for swimming and water safety.<br><br>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.<br><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> |       |
| What percentage of your current Year 6 cohort swim competently, confidently and proficiently over a distance of at least 25 metres?<br><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.<br>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]?<br>Please see note above  | %     |
| <b>What percentage of your current Year 6 cohort perform safe self-rescue in different water-based situations?</b>  | 17.4% |
| 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?   | 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: 2020/21   | Total fund allocated:   | Date Updated:      |  |  |
|--|---|--------------------|--|--|
| <b>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</b>   |   |                    | Percentage of total allocation:<br>73%   |  |
| Intent   | Implementation  | Funding allocated: | 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:  |                    | Evidence of impact: what do pupils now know and what can they now do? What has changed?:   |  |
| For children to engage daily with our physical activity offer at play and lunchtime; For children to improve their own understanding of activities on offer and are able to independently initiate for themselves and engage with others; For children to be able to lead playtime provision for physical activity where appropriate | To further improve our offer at play and lunchtime to involve a wider and more explicit range of physical activities – led by outdoor play lead and play leaders. | £12713             | <p>Children now have a wider repertoire of physical activities on offer at lunchtime and playtime. This is coordinated effectively and as a result a greater proportion of children are now engaged with these activities. Staff employed to supervise at lunchtime are able to support children more effectively to ensure they are more engaged with physical activity.</p> <p>The new sports clubs were well attended and promoted a wider range of adult led sports activities to each year group throughout the week.</p> | <p>Continue to work with coaches to provide lunchtime clubs.</p> <p>Further develop playground leaders with the children to facilitate a wider range of physical activities.</p> <p>Continue with swimming to increase confidence and water safety.</p> <p>Continue termly swimming assessment.</p> <p>To develop swimming lessons, ensure instructors are consistent.</p> |

|  |  |                    |  |  |
|--|--|--------------------|--|--|
|  |  |                    |  |  |
| <b>Key indicator 2: The profile of PESSPA being raised across the school as a tool for whole school improvement</b>  |  |                    |  | Percentage of total allocation:                                  |
|  |  |                    |  | 2%   |
| <b>Intent</b>  | <b>Implementation</b>  |                    | <b>Impact</b>  |  |
| 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 improve the impact of physical activity on children's well-being and to teach children strategies to keep physical healthy, particularly during lock down.<br><br>To further improve our PE curriculum to ensure clearer links are made between physical health and well-being linked to our Healthy School Badge | PE lead to provide additional guidance, support and training to staff on how to promote physical activity with children to promote well-being (at home and at school) and ensure this included explicitly within our curriculum for PE | £300               | Teachers were able to provide opportunities to improve children's physical health through their online learning lessons and signposted activities for children | Healthy school badge to be continued this year with new PE lead. |

|   |  |                    |  |  |
|---|--|--------------------|--|--|
| <b>Key indicator 3: Increased confidence, knowledge and skills of all staff in teaching PE and sport</b>  |  |                    |  | Percentage of total allocation:          |
|   |  |                    |  | 2%                                       |
| <b>Intent</b>   | <b>Implementation</b>  |                    | <b>Impact</b>  |  |
| 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 further develop the quality of teaching in PE and sport leading to improve standards in PE (Linked to observation of PE and engagement with sports lessons and activities.</p> | <p>PE – Implement new PE scheme ‘PE Resource Bank’<br/>         Arrange training, coaching and support for all teachers to ensure the successful implementation of the PE resource bank curriculum</p> <p>Identify specific sports in need of additional coaching for teachers and provide a range of training opportunities across the year linked to these priorities.</p> | <p>£300</p>               | <p>PE resource bank has been introduced to all teaching staff during staff meeting.</p> <p>Observations of PE has shown an increased confidence and effectiveness with the teaching the new PE scheme.</p> <p>Individual teachers received coaching related to different aspects of the outdoor games provision leading to positive outcomes with observations.</p> | <p>Continue to work with sports providers to provide additional training for staff, particularly with new games being introduced this year.</p> |
|--|--|---------------------------|---|---|
| <p><b>Key indicator 4: Broader experience of a range of sports and activities offered to all pupils</b></p>  |  |                           |   | <p>Percentage of total allocation:<br/>17%</p>  |
| <p><b>Intent</b></p>   | <p><b>Implementation</b></p>   |                           | <p><b>Impact</b></p>  |   |
| <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 ensure that children have the equipment necessary to participate in a variety of sports.</p>   | <p>Monitor the PE equipment and regularly order any equipment that is needed.</p>  | <p>£3019</p>              | <p>Equipment has allowed children to participate in a range of sports throughout the year.</p>  | <p>Continue to monitor equipment.</p>   |

| 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 increase the opportunities for children to take part in competitive sport. Termly sports competition in year groups<br>To increase the opportunities for children to take part in competitive sport. | Arrange competitions at the end of every term. Ensure that different children are given the opportunity to take part. Ensure that at the end of each term, each year group holds a competition demonstrating the skills that the childre | £300               | Sports competition was promoted where possible. This was a challenge for us through Covid restrictions.<br><br>Photos of termly competitions are being saved on school drive |  |

|                 |             |
|-----------------|-------------|
| Signed off by   |             |
| Head Teacher:   | T. Burton   |
| Date:           | 17.07.22    |
| Subject Leader: | M. Kondwani |
| Date:           | 16.07.2022  |
| Governor:       |             |
| Date:           |             |