

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 2020/21	£2786.75
Total amount allocated for 2020/21	£ 19490
How much (if any) do you intend to carry over from this total fund into 2022/23?	£ 0
Total amount allocated for 2021/22	£ 19500
Total amount of funding for 2021/22. To be spent and reported on by 31st July 2022.	£24,662

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	54.72%.
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 2020. Please see note above	68.18%
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	77.27%
What percentage of your current Year 6 cohort perform safe self-rescue in different water-based situations?	72.73%

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/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: 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	Funding allocated:	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?:
<p>Promoting Reception, Y1 and Y2 lessons ahead of Curriculum swim from Y2 Sum Term until Y3 Spring Term.</p> <p>Ensure children pass curriculum swimming.</p>	<p>Reception will swim from summer term, Year 1 will swim all year and Year 2 will swim most of the year</p> <p>Some money used to help lessons.</p>	<p>£1858.40</p>	<p>Reception – Year 2 have done swimming this year.</p> <p>A new member of swimming staff has been employed to help ensure Reception can swim with sufficient support 9am - 10.30am on a Wednesday and Thursday.</p> <p>Only 6 children in Reception did not swim. Lots of children started swimming for the first time and they have built their confidence in the water ready for Year 1 and curriculum swimming later on. Only 1 child in Year 1 did not swim. All of Year 2 did swim.</p> <p>54.7% of Year 3 children have passed the curriculum swimming. This is an increase of 11 pupils compared to the past 2 years.</p>
			<p>Sustainability and suggested next steps:</p> <p>Continue to encourage and promote Reception, Y1 and Y2 swimming lessons ahead of Curriculum swim so children will be on track for curriculum swimming.</p>

Top Up swimming for Year 3 children who did not reach the National Curriculum standard	This has been offered to 16 children in year 3 the summer term to attempt to achieve the national curriculum level		Top up swimming - All made progress. 9 children passed the National Curriculum, and 7 children progress at least a stage or 2 further than they were on.	
All pupils have access to good quality equipment during lessons, break times, lunch times and during clubs	Equipment maintenance Equipment replaced when faulty/broken	Total spend so far: £845.20	Quality equipment= safe and ready to use. Encourages care for equipment.	Monitor equipment to ensure pupils have access to good quality equipment during lessons, break times, lunch times and during clubs
Key indicator 2: The profile of PE and sport is raised across the school as a tool for whole-school improvement				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:
Help show pupil voice in PE	Do regular class surveys and meet with pupils.	£0	Pupils end of year survey indicates: Children enjoy PE lessons and they think they learn lots of skills to be an individual and team sports player. Children have enjoyed being involved in face to face competitions and festivals again this year. They like being involved with other schools and enjoying going to different locations. They find it enjoyable.	Restart class sports councillors and meet with them half termly.

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	Make sure your actions to	Funding	Evidence of impact: what do	Sustainability and suggested

what you want the pupils to know and be able to do and about what they need to learn and to consolidate through practice:	achieve are linked to your intentions:	allocated:	pupils now know and what can they now do? What has changed?:	next steps:
Monitor external coaches and that staff are using sessions for CPD and make changes where necessary.	Qualified coaches to teach with school staff to develop subject knowledge.	£8,280	All year groups report positive engagement during PE lessons. External coaches report good engagements and participation during lessons. Think about involving teachers more with coach sessions	Have observed coaches and teachers in Spring-Summer terms. Have observed high quality teaching from coaches and teachers. Will continue to monitor it next year. Teachers have fed back they would like to be more involved in coaches session and see planning – follow this up next year.
Look at how PE is assessed	Remind staff of Use S (space) T (task) E (equipment) P (people) STEP model to differentiate for all abilities. Look at using the Primary PE planning tool	£0	School games values poster will be shown in both halls to use in lessons. STEPS and personal best posters.	Implement Primary PE assessment tool next year. Promote posters to use in lessons next year
Offer CPD to increase staff's knowledge and skills in teaching PE and sport.	PE lead to attend leadership CPD through SSP throughout the year. Make staff aware of CPD opportunities out of school.	£0	Will be observing/doing learning walk Some staff have received high quality training this year where they felt they needed it to support lessons. CPD from high quality coaches	Continue to inform staff about CPD opportunities and also ensuring they are involved in coaches lessons.

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	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
			Sustainability and suggested next steps:

what they need to learn and to consolidate through practice:			changed?:	
<p>Maintain and monitor engagement of Pupils in a wide range of PE and Sporting opportunities through PE/Games lessons/ After school clubs.</p>	<p>High quality coaches delivering sport specific lessons linked to competition opportunities.</p> <p>After school clubs.</p> <p>Support for vulnerable families to access after school clubs.</p> <p>Ask teachers to complete class survey on extra-curricular activities to identify children who are less active.</p>	<p>LAC children supported in afterschool clubs -£340</p>	<p>From pupil interviews pupil see PE very positively and understand the benefits. They enjoy competitions, coaches and different sports.</p> <p>Some children are limited by getting to from clubs/competitions lunchtime clubs have been limited by covid and separate lunchtimes. –</p>	<p>Start lunchtime clubs to support children who are vulnerable/not physically active</p>

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:
Return to face 2 face competitions.	SSP package of year group competitions and festivals – live or online.	SSP- £2460	Children have been able to compete face to face with other schools and use their skill in different settings. Some classes have participated in whole year group/class competition	Start intra school competitions
Continue to develop the School Games values.	Remind staff of school games values and to encourage them to be looked at in lessons	£0	Poster put up in both halls	Integrate SGV into school more through half termly certificates and using posters in lessons.
Maintain accessibility for inclusive opportunities.	Participation monitored through log.	£0	Log children involved in clubs Staff were aware who in their classes are not physically active	Use a class chart to monitor activity levels/clubs
Promote positive attitudes, teamwork and value participation over winning.	Personal Best competitions across all year groups. Personal Best ethos applied to all of the curriculum.	£0	Personal best posters Inform children and parents about the different types of competitions and festivals so they understand the different values of sports experiences.	Daily mile booklets for KS2 using personal best approach to improve

Signed off by	
Head Teacher:	Mrs M Green
Date:	21.7.22

Subject Leader:	Miss Hannah Danby
Date:	14.7.22
Governor:	Mrs W Quais
Date:	21.7.22