

# 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](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 carried over from 2020/21  | £1030.00  |
| Total amount allocated for 2021/22  | £16610.00 |
| How much (if any) do you intend to carry over from this total fund into 2022/23?    | £0        |
| Total amount allocated for 2021/22  | £17640.00 |
| Total amount of funding for 2021/22. To be spent and reported on by 31st July 2022. | £17639.97 |

## 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><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></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><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.</p> <p>Please see note above</p>  | 90% (9 out of 10) |
| <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>  | 90%               |
| <p><b>What percentage of your current Year 6 cohort perform safe self-rescue in different water-based situations?</b></p>  | 90%               |
| <p>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?</p>   | 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: £16610 |  | Date Updated: July 2022   |  |
|--|---|------------------------------|--|---|--|
| <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>37% |
| 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?:  |  |
| To provide opportunities to experience new activities and also to provide extra opportunities for physical activity through sports clubs as additional physical time to the school day.  | Sports companies to booked to provide clubs and a wider range of opportunities.     |                              | £1920  | PE lessons have been active and engaging – with staff benefitting from upskilling and new ideas from coaches. Regular sports club opportunities have been provided and as cost has been covered by PESSPA all children have been able to take part. |  |
| Lunchtimes to be more physically active and activities to be better supported and directed to ensure behaviour is improved.  | Lunchtime supervisors to be trained and more support to be provided by play leaders |                              | £570.00  | Playtime games are more varied, football is replaced with other opportunities for more children to take part on some days. More skills and more active time has been encouraged.  |  |
| To educate children in safer road practice to enable them to walk to leisure centre/use their bikes safely in the community.   | Road safety to be booked and come in to do sessions.                                |                              | £253.75  | All year 2 children received road safety training and all year 4 and 6 bike safety as well as encouraging them to cycle as a  |  |
|  |   |                              | Sustainability and suggested next steps:   |   |  |
|  |   |                              | Plan to use funding in 2022-23 in similar manner to encourage more children to take part – investigate other club opportunities. |   |  |
|  |   |                              | MSAs to work on main playgrounds to develop skills and behaviour at lunchtimes with all children during 2022-23.                 |   |  |

|   |   |                      |   |  |
|---|---|----------------------|---|--|
| To ensure there are enough resources for all to be active at break and lunch as well as during PE lessons to ensure maximum time is spent being active and not waiting. | Enough balls and hoops and playtime resources to be purchased along with suitable storage to enable all children to have access.<br><br>Lesson equipment to be reviewed to ensure that new units are resourced etc. | £3718.91<br><br>£125 | sustainable and active transport means.<br><br>Playtime trolleys purchased and resourced. Children trained in resource care and tidying. More children able to access resources. Less playtime incidents being recorded.<br><br>Lessons more widely resourced to prevent waiting. | Budget to be considered to enable resources to be replenished. |
|---|---|----------------------|---|--|

|   |  |
|---|--|
| <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:<br>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:  | Funding allocated:  | Evidence of impact: what do pupils now know and what can they now do? What has changed?:   | Sustainability and suggested next steps:                          |
| Upskill new staff and ensure all staff are confident with the PE scheme and teaching expectations.<br>Further CPD based on staff requests for support.<br><br>For PE lead to have time to lead audit of subject and resources and ensure that resources and planning are sufficient and effective. | Coaching support to support less experienced teachers.<br>TAs released to support audit and resource preparation.<br><br>PE lead to have release time regularly to support the teaching, assessment and planning in PE.<br><br>Twilight CPD | £496.12<br><br>£1535.62<br><br>£1228.50<br><br>£276.50<br><br>£283.50 | Audit completed. PE resources purchased.<br><br>Confidence of staff increased and ideas for lessons widened to ensure breadth and depth of learning.<br><br>Support and advice sought from Martin Radmore to further this, | New PE lead to be trained and supported taking over PE next year. |

|  |                                 |
|--|---------------------------------|
| <b>Key indicator 3: Increased confidence, knowledge and skills of all staff in teaching PE and sport</b> | Percentage of total allocation: |
|--|---------------------------------|

|   |   |                                   |  | 15%  |
|---|---|-----------------------------------|--|--|
| 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 help staff to plan more active mainstream curriculum lessons including the use of the outdoors more often.   | Purchase Teach Active to support Maths and English active lesson support.<br><br>GetSet4PE scheme renewal   | £2000<br><br>£740.00              | Teach Active purchased and introduced to staff.<br>Evidence of some more active maths and English teaching.<br><br>GetSet renewed as it has built confidence and enabled a wider range of PE skills and sports to be taught in sequential steps by staff.                                  | To be developed next year as staff build confidence.                         |
| <b>Key indicator 4: Broader experience of a range of sports and activities offered to all pupils</b>  |   |                                   |  | Percentage of total allocation:<br>25%                                       |
| 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 children experience a range of sport and other outdoor physical learning opportunities throughout the year.                                   | Forest school time too be booked for all year groups and classes regularly throughout the academic year.<br><br>Skipping workshop<br><br>Residential cost support for OAA | £2481.07<br><br>£585<br><br>£1426 | Forest school time increased during the year for all children. More active outdoor learning took place and children were able to better engage in physical learning.<br><br>All children taught to skip and ropes given to all children to encourage and support further activity at home. | To be continued – possible development with parental engagement for 2022-23. |

|  |             |  |  |  |
|--|-------------|--|--|--|
|  | activities. |  | All KS2 able to participate in OAA activities to expose them to a wider range of opportunities and sports. |  |
|--|-------------|--|--|--|

| 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: |
| Not a focus this year for our school PE due to lack of opportunities in our area post covid.  |  | £                  |  |  |

|                 |  |
|-----------------|--|
| Signed off by   |  |
| Head Teacher:   |  |
| Date:           |  |
| Subject Leader: |  |
| Date:           |  |
| Governor:       |  |
| Date:           |  |