

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	£0
Total amount allocated for 2020/21	£16400
How much (if any) do you intend to carry over from this total fund into 2021/22?	£0
Total amount allocated for 2021/22	£19400
Total amount of funding for 2021/22. To be spent and reported on by 31st July 2022.	£19400

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 2021.</p> <p>Please see note above</p>	43%
<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>	28%
<p>What percentage of your current Year 6 cohort perform safe self-rescue in different water-based situations?</p>	68%
<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

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?:	Sustainability and suggested next steps:
Offer a range of focused outdoor activity to stimulate participation and enjoyment for all through the curriculum and school day.	Outdoor equipment used by individual classes during play times and organised lunch time sessions.	£3000	Children showing enhanced concentration and participation within lessons due to the physical experiences offered through the quality of the equipment.	100% participation in the 'Daily Mile'.
Blackhills transition event	Provide children opportunities to experience outdoor activities in a safe environment at blackhills district scout association camp site.	£2400	All children take part in a range of Forest School activities to ensure a smooth and successful transition to their new year groups	All children have accessed the transition activities at Blackhills.
EYFS : purchase of balance bikes KS1 & KS2 : purchase of outdoor provision equipment	Continue with 'Daily Mile'. Introduce new course to staff.	£8000	Active participation in the 'dailymile' across school.	All children have accessed a varied range of organised sports activities during lunch times.
Additional swimming to Y5 cohort to help more achieve	Additional 19 weeks provided	£4000	More children accessed swimming and greater proportion achieved NC criteria	
Redevelopment of reception outdoor area	To provide a safe space for FKS children to develop gross motor skills		area under development	Provide equipment and training to support delivery

Key indicator 2: The profile of PESSPA being 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:
Increase motivation of pupils in PE & School Sport through events and competitions. All children to wear school PE kit to school on the day of their PE lessons - allowing more time to be physically active for a longer period and to increase engagement.	School entrance display shows trophies relating to sporting success of previous years within the school. Enhanced quality of teaching and learning. Children now come to school in PE kit on their PE day.	£0	Pupils actively participating in more physical activity –seen at break times and lunch times. Widened awareness of the variety of sports participated in by children in school. Children coming to school in their PE kit saves learning time in other subjects and allows for teaching time in PE.	Termly intra-school sports competitions (T1: football; T2: basketball; T3: sports week Whole school questionnaire to be completed to gain an overview of which sports children would like to be included in lunch time activities.

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:
Staff questionnaire to find views on PE content and delivery. Improve confidence of teaching gymnastics and dance across school.	Whole school planning assisted by roll out of curriculum maps to support staff with inclusion of key questions; key skills to be taught and progress expected within units of work, as some said they lacked confidence teaching PE. Internal CPD made available to staff through expertise of key staff in dance and gymnastics. PE subject leader conducted lesson observations and monitoring of the teaching of PE. School Improvement Officer (SIO) conducted a	£0	Staff delivering sport with the knowledge that guidance is available, should they need it. Most pupils making good progress within PE lessons. Teachers more confident to appropriate activities for pupils and know how to differentiate these to meet learning needs for all pupils. SIO 'Deep Dive' will help improve planning across school with a greater focus on skills established and supporting those staff who still lack confidence.	To establish a strategy for the effective teaching of dance across school.

PE 'Deep Dive' with PE leader.				
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:
<p>Additional achievements:</p> <p>Pupil questionnaire as to which sports they would like to see introduced the PE academic programme.</p> <p>Improve active participation in PE lessons.</p> <p>Purchase of table tennis tables & equipment.</p> <p>Purchase of badminton nets, racquets and shuttlecocks.</p> <p>Purchase of tchoukball nets and balls.</p>	<p>Pupil voice during Covid lockdown and on return to 'normality' in September suggested pupils would like to see badminton, table tennis and tchoukball introduced during curriculum lessons and in after-school clubs.</p>	£2376	<p>Pupil voice seen to be heard and pupils actively participating in a wider variety of physical activity.</p> <p>Promotion of well being and motivation for children to keep fit after impact of lockdown. Increased number of pupils participating in a wider range of sports</p>	<p>Teaching staff to continue to promote inclusion of a wider range of sports within the curriculum.</p> <p>Include at least one of these sports in an inter-PAYMAT sports festival.</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:
<p>Increase the number of pupils participating in competitions with other schools.</p> <p>Intra-school sports day to encourage key stage competition.</p> <p>Embed into planning competitive / performance opportunities.</p> <p>Promote local sports clubs within the area.</p>	<p>Post lockdown links made with other schools to set up school competitions.</p> <p>Inter-school sports competitions competed in: KS2 girls football & KS2 kwik cricket.</p> <p>Whole school staff meeting to roll out how the sports day would work. Children are motivated to take part by encouraging competition with each other.</p> <p>Children take part in end-of- unit invasion game competitive activities to help embed skills learnt.</p> <p>Flyers for local teams and sports clubs within the area available in school foyer.</p>	£300	<p>Due to weather conditions, kwik cricket was cancelled. Girls awarded certificates for their participation in girls football festival.</p> <p>Increase in confidence and sense of achievement and enjoyment in the children from the competitive aspect of the invasion games played.</p>	<p>Continue to develop opportunities for inter-school sporting opportunities.</p> <p>Continue with and develop future sports days.</p> <p>Question children on their participation of sport outside of school setting to identify further links.</p>

Signed off by	
Head Teacher:	J Duke
Date:	21 July 2022
Subject Leader:	P Jones
Date:	21 July 22
Governor:	
Date:	