

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

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 practiced 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 2020. Please see note above	75%
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	75%
What percentage of your current Year 6 cohort perform safe self-rescue in different water-based situations?	75% (March 2023, before swimming boosters)

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
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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:
<ul style="list-style-type: none"> • Make Active 30 standard practice for children. • Continue children's participation in sports and fitness through Marathon Kids. • PE to continue hold value to pupils and maintain high profile. • Provide enough learning space for multiple lessons to take place simultaneously. • Children to be taught good quality PE lessons by all staff. • Continue to offer an excellent range of sports club and coaching. • Encourage positive playtimes where children are responsible for equipment. 	<ul style="list-style-type: none"> • Deliver further training to keep momentum of Active 30 for children. • Continue to deliver Marathon Kids with the children as leaders. • New school games pupil award will be promoted again. Award this year's 'passion' award'. Pupil voice. • Use underspend to develop all weather area to be able to deliver PE lessons with enough space. • Continue PE monitoring. • AP leaving will leave a gap in our clubs offer so this will need addressing – Onside? Staff coverage? • Purchase appropriate equipment and enlist play 	£	<ul style="list-style-type: none"> • Further training and monitoring needed. • Children have continued to enjoy taking part in MK and leaders are inputting data. Children have been receiving certificates for half a marathon. MK finishes in July! • 'Passion' trophy was awarded to a pupil and the new School Games value of 'respect' has been launched with the children already nominating their peers. • The new astro-turn has allowed more to be delivered outside. For example, while cricket tasters where being 	<ul style="list-style-type: none"> • What could replace MK? – pupil voice

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	equipment monitors and playleaders.		<p>delivered on a playground, there was still space for playtime.</p> <ul style="list-style-type: none"> • Staff have delivered many sports clubs this year already – netball, circuits, football, cross-country, indoor athletics, tag rugby, Shooting Stars and Jado Kuin Do and Hotshots (external). • Playleaders were trained and given new equipment to deliver active play. 	
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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:
<ul style="list-style-type: none"> • Children to learn leadership skills through playleading and other pupil leadership groups to make positive contributions to school sport. • Promote a healthy school with healthy eating. • Provide a range of sporting experiences that promote further learning. • Children experience different levels of competition that are inclusive and challenging. • Children and staff have a clear 	<ul style="list-style-type: none"> • Playleader training of year group in September – consider which year group as lunchtimes have changed. • Re-establish pupil leadership groups in September and enhance with support of further staff. • Continue to use funding for breaktime fruit. Could also use for morning running club with fruit? • Reinstate further links with external clubs. Expand taster 	£	<ul style="list-style-type: none"> • Year 5 were given playleader training. This has allowed children to take ownership and responsibility for playtime game and equipment and learn leadership skills. This has also made children more active at playtimes. • Pupil leadership groups have been very active this year so far, from organising intra-sport 	

understanding of pupil ability and what the next steps are.	<p>sessions – tag rugby, football Jado Kuin Do, gymnastics.</p> <ul style="list-style-type: none"> • Continue to deliver intra-sport sessions in phases and year groups. • Follow guidance for School Games Gold as a tool for whole school improvement and apply and Youth Sports Trust Mark to raise profile and celebrate what we have achieved in PE and sport. • Monitor assessment and identify children that require support (Moves/ quality first teaching) or further challenge. 		<p>days to leading anti-bullying assemblies. Parents have also been involved in anti-bullying day.</p> <ul style="list-style-type: none"> • Children have continued to receive a healthy snack every day. • Every child has received taster sessions in either basketball, kick-boxing and/or cricket so far this year. • Intra-sport has been delivered every half term this year. • We are on track for the gold School Games Award. 	
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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:
<ul style="list-style-type: none"> • Children to be taught a rich and well-balanced PE curriculum. • Staff teach PE with confidence so children learn more. • Raise participation and enjoyment by engaging parents. • Engage least active and disengaged children in sport. 	<ul style="list-style-type: none"> • Consider a scheme of work/delivery of PE moving forward. Spiral learning like Science? (pupil voice). • Deliver further training next academic year based on staff voice and need. • Continue to monitor PE 	£	<ul style="list-style-type: none"> • It was decided that the Champions scheme would be used and the PE lead to plan the rest of the lessons. The children preferred to work on a single discipline, in order to develop skills, rather than spiral. 	

	<p>through diagnostic days.</p> <ul style="list-style-type: none"> Engage parents and use Real Play resources. These could be used even though we are moving away from RealPE. HLTAs to deliver Disney Shooting Stars as a club? 		<ul style="list-style-type: none"> One staff training session on indoor PE alternatives in order for children to continue to develop skills if weather is bad and hall is in use. Further training to be delivered. PE diagnostic day showed strengths and weaknesses to support development of PE teaching and learning. Real Play resources still need to be utilized. HLTAs have been providing opportunities to learn PE skills through the Shooting Stars programme and has been popular, particularly with girls which is another aim. 	
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:

<ul style="list-style-type: none"> Continue to offer a wide variety of sports clubs and coaching to develop children's physical and competitive skills. Improve swimming outcomes, particularly in Years 3 and 4. Ensure all children are accessing sports clubs to offer experiences and promote health. Provide sporting experiences during the school day that allow children to investigate further. Be able to direct and provide opportunities for children to learn and extend interests beyond school and promote health and wellbeing. <p>Additional achievements:</p>	<ul style="list-style-type: none"> PE technician will be leaving a gap in extra-curricular clubs when he leaves which will need addressing. Onside to deliver some clubs? Consider swimming boosters. Continue to take part and track children's participation in sport. Use Disney Shooting Stars as a tool to engage disengaged and least active in sports, particularly girls. – personally invite HLTAs to deliver clubs? Continue to arrange tasters and signpost children to external clubs. Develop further sports links as some were lost during COVID period – rugby, Willoughby cricket club. 	£	<ul style="list-style-type: none"> Parents have played a huge roll in supporting football clubs this year which has allowed the children to prepare for matches. Children have been identified and we are in the process of organizing booster lessons for the 15 year 6s that didn't achieve the swimming standard. Children's participation in competition and clubs has been tracked in order to highlight the children that are least active or disengaged. From this, children have been given individual invitations to clubs and competitions. Children have received tasters and/ or signposted to Hotshots basketball, athletics and cricket so far. 	
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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	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:

consolidate through practice:				
<ul style="list-style-type: none"> Continue to offer a range of competitions as different level from personal best to level 2 competitions and tournaments. Children across the school to have the opportunity to play competitive football. Ensure children have access to good quality equipment and playing space to be able to develop skills and experiences. 	<ul style="list-style-type: none"> Invest in Harris Sports Partnership in order to provide the wealth of experiences from previous years. Ensure football is well staffed for matches and training across all age groups. Purchase equipment that allows larger volumes of children to play sports. 	£	<ul style="list-style-type: none"> Participation in School Games is being tracked to ensure every child receives sporting opportunities throughout the year. Parents have played a huge roll in keeping football team training going. The astro-turf installed has allowed the children to be more active at playtimes and has meant that PE lessons can be taught with space left for playtimes/ lunchtimes. New footballs and goals were purchased so several clubs can be delivered at the same time allowing staff to support each other and allow maximum participation. 	

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