

# 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](#).

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## Details with regard to funding

Please complete the table below.

Total amount carried over from 2020-21	£16049
Total amount allocated for 2020-22	£17810
How much (if any) do you intend to carry over from this total fund into 2021/22?	£0 (spent £33788.66 - £70.34 left Sports coaches and TA's not paid for July)
Total amount allocated for 2022/23	£7421
Total amount of funding for 2022/23. To be spent and reported on by 31st July 2023.	£To be confirmed

## 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>Swimming lessons have been booked for year 3 and year 5 for the 2022-23 school year and in order to begin a catch up programme. Unfortunately, due to covid restrictions and staff shortages at the pool, lessons were not possible this year.</p> <p>Water safety rescue has been taught to all year 6 pupils.</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 2022. Please see note above</p>	70%
<p>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</p>	66%
<p><b>What percentage of your current Year 6 cohort perform safe self-rescue in different water-based situations?</b></p>	92%
<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>	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: 28-06-22	
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"> <li>Provide a well-balanced programme of sport.</li> <li>Encourage children to be active during break and lunch not just in PE sessions.</li> <li>Focus on gross motor skills of KS1 and LKS2.</li> <li>To develop leadership, problem-solving, teamwork, self-esteem, communication and resilience through sport.</li> <li>To encourage participation in after school sports clubs</li> </ul>	<ul style="list-style-type: none"> <li>Sports coaches and teachers provided covid safe PE sessions at the start of the year.</li> <li>Sports coaches and teachers teach a good range of skills through sports.</li> <li>Multi skills, balance, ball skills and general fitness have been a focus. These areas were weaker post-lockdown.</li> <li>Gross motor skill club run weekly for those children who need extra sessions.</li> <li>Trim trail, football, basketball and hoops used on a rota to encourage sport and games to be played that are child led.</li> <li>Track used to provide extra running space on days we can't use the field</li> <li>Range of clubs run after</li> </ul>		Clubs: £480 lunch time clubs £560 dance club £175 rugby club £ 570 TA's to support after school sports clubs (July not included) £4145 after school clubs (July not included) £ 812 equipment for	<ul style="list-style-type: none"> <li>Children learn skills and apply them to 2 different sports each half term.</li> <li>Gross motor skill improvement in reception and KS1.</li> <li>Club is improving the skills of those who were unable to throw, catch, skip etc.</li> <li>Children look forward to weekly lunch sessions of basketball / football.</li> <li>Noticeable improvement in children running. Children choosing to run on the track at break and lunch.</li> </ul>	<ul style="list-style-type: none"> <li>Swimming focus in 2022-23 with 2 year groups participating as we introduce a catch up programme.</li> <li>Continue to promote a healthy lifestyle and support a range of clubs.</li> <li>New APP for whole school (MiMove) will help us to track our activity and will be a focus to attain the target of an hour a day. (30 mins in school)</li> </ul>

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	<p>school.</p> <ul style="list-style-type: none"> <li>Specialist dance coach sessions run in addition to the 2 sessions of PE weekly to improve rhythm, movement and flexibility.</li> </ul>	<p>clubs</p> <p>£1120 extra dance lessons across the school in addition to PE lessons</p>	<p>Track used to provide a larger play area in the winter and on days we can't use the field.</p> <ul style="list-style-type: none"> <li>Range of clubs offered mean 67% of children took part in a minimum of 1 sports led after school club this year.</li> </ul>	
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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?
<ul style="list-style-type: none"> <li>Sports and goal achievement assemblies for whole school</li> <li>Importance of a healthy life style taught via PE, PSHE and science.</li> <li>Children encouraged to try new sports and given the opportunity to be physically active at lunch and break.</li> <li>Daily Mile running sessions to improve whole school fitness levels.</li> </ul>	<ul style="list-style-type: none"> <li>A range of assemblies have been held on how sports stars achieved their goals and important sporting events in 2022.</li> <li>Famous Olympian (James Dasaolu visit to share his story.</li> <li>Assemblies also held to celebrate children's sporting achievements from within lessons and from outside clubs.</li> <li>Daily Mile track installed in summer 2021 – paid for from carry over.</li> </ul>	£19000	<ul style="list-style-type: none"> <li>Pupil voice and surveys highlight that children understand the importance of physical fitness.</li> <li>Children are beginning to understand the importance of working towards a goal and breaking it into small steps, like the athletes did.</li> <li>Athletes and stories help children to understand we can learn from our failures. We're all on a journey.</li> </ul>
			<p>Sustainability and suggested next steps:</p> <ul style="list-style-type: none"> <li>To continue to run the daily mile.</li> <li>To continue to focus on living a healthy lifestyle</li> <li>To offer alternative opportunities for some children.</li> </ul>

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"> <li>Improve skills and knowledge of TA's with training from specialists.</li> <li>KS1 new sports lead to attend leading PE courses</li> <li>National College training courses for Early years lead, KS1 PE lead and KS2 PE lead</li> <li>Release time to co-ordinate PE</li> </ul>	<ul style="list-style-type: none"> <li>Teachers, not currently teaching PE, to attend % of sports coach sessions to improve skills and knowledge.</li> </ul>	£5164.66  £270  £90  £540	<ul style="list-style-type: none"> <li>Teachers more comfortable with teaching PE.</li> <li>2 teachers now involved in after school clubs</li> <li>TA's more confident to support after school clubs</li> <li>Teachers felt confident to referee inter sports competitions.</li> </ul>	<ul style="list-style-type: none"> <li>Look into areas where teachers do not feel confident and focus on training on those areas.</li> </ul>
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> <ul style="list-style-type: none"> <li>• Bike ability offered to year 3, 4 and 5 to improve road safety skills</li> <li>• Children to learn skills that will support them in playing a wide range of sports.</li> <li>• Offer opportunities outside of school to participate in other sports.</li> <li>• Circuits with James Dasaolu</li> </ul>	<ul style="list-style-type: none"> <li>• LTP is organised so that children have access to a wide range of individual and team sports</li> <li>• Skills are built up and applied across a range of sports</li> <li>• Year 6 residential gave 94% of the class an opportunity to participate in O.A.A and fencing, archery and a range of climbing activities.</li> <li>• Year 6 went to 'flip out' to try trampolining. This was the first opportunity for some of the children.</li> <li>• Each class got the opportunity to complete fitness circuits set up by former Olympian.</li> <li>• UKS2 enrichment day - rode BMX's and completed tricks. June 2021</li> </ul>	<p>£599</p>	<ul style="list-style-type: none"> <li>• Children should have more understanding of how to stay safe when cycling.</li> <li>• Children enjoy the opportunity to further participate by choosing to join in with sport in afterschool and lunch sessions.</li> <li>• Pupil voice shows a strong enjoyment for sport.</li> </ul>	<ul style="list-style-type: none"> <li>• Look into opportunities for sporting challenges outside of school. E.g. Canoeing, climbing etc.</li> <li>• Continue to offer a range of clubs</li> <li>• Year 6 residential to focus on a wide range of supports.</li> </ul>
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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 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"> <li>Opportunities to compete, within class, school and in tournaments.</li> </ul>	<ul style="list-style-type: none"> <li>Children participated in a football tournament which involved numerous schools</li> <li>Rugby competition against school held for years 3-6.</li> <li>Year groups had a minimum of 2 inter house competitions in key stages, representing their house, in a variety of sports.</li> <li>Sports day held for whole school</li> </ul>	£263	<ul style="list-style-type: none"> <li>Children enjoyed the inter house competitions and asked if we can do more of them.</li> <li>Children gave lots of positive feedback about the matches held outside of school.</li> </ul>	<ul style="list-style-type: none"> <li>Focus on more competition next year against other schools. This was limited at the start of the year with covid restrictions</li> </ul>

Signed off by	
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Date:	19.07.22
Subject Leader:	Ruth Dixon
Date:	28.06.22
Governor:	Paul Edenbrow
Date:	19.07.22