

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](#).

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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	£18,520
Total amount of funding for 2021/22. To be spent and reported on by 31st July 2022.	£18,250

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	
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	65%
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	65%
What percentage of your current Year 6 cohort perform safe self-rescue in different water-based situations?	80%
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?	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:£18,590		Date Updated: January 2022	
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:
					20%
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:
Continue to develop active areas and active opportunities within the school day. Identify those children who are less active in order to encourage participation promoting physical, mental and social well-being. Reward participation in physical activity and celebrate success. Make physical activity a daily norm for children and help them to understand the benefits.	<ul style="list-style-type: none">Continue to provide a range of activities at lunch time assisted and promoted by our Sports Leaders (to get as many children as possible active)Make Lunchtime Activities desirable to take part in with rewards and celebration of achievements.Encourage pupils to take part in National events promoting activity and healthy choices I.e The Big Pedal, National Cricket	Contribution toward PE and Sport lead (£18,520)	<p>Sports leaders will have an important role in encouraging their class mates to use the areas and regularly gain feedback to bring to meetings on participation and how to encourage users. They will also obtain feedback on how it has impacted on them. For example has it increased their confidence in certain activities or have staff noticed improved social skills etc.</p> <p>Photos of children being active and enjoying themselves will be shared on dojo promoting positive experiences. There will be more structure to playtime and the activities they can enjoy making it</p>		<p>Sports leaders continue to set up active areas, addressing the needs of their class mates. Children from different classes have the opportunity to play games/be active together forging new friendships. Sports skills improve as a result of equipment being available for continued practice of what they have learned in PE lessons. Throughout the year it would prove beneficial to continue making equipment available that links to their learning so that they can further develop those skills.</p>

	<p>Week, National School Sports Week.</p> <ul style="list-style-type: none"> Devise lunchtime challenges instigated by the children, and supported by Sports Leaders providing ownership over what they do. 		<p>part of their daily routine to be active.</p> <p>Once activities become routine competition can be enjoyed and rewarded.</p>	<p>During National School Sports Week by ensuring that all Sports Leaders are following their timetables a number of activities can be set up and enjoyed throughout the school. Allowing Sports Leaders to also set up their chosen challenges from time to time to keep activities interesting for participants.</p>
Key indicator 2: The profile of PESSPA being raised across the school as a tool for whole school improvement				<p>Percentage of total allocation:</p> <p>20%</p>
Intent	Implementation		Impact	
Your school focus should be clear	Actions to achieve are linked to the intentions:	Funding allocated	Evidence of impact:	Sustainability and suggested next steps:
Promote positive experiences in PE and Sport both within the curriculum and beyond, contributing to improved self-esteem and resilience. Build upon its positive profile in order to foster contagious learning attitudes and improved behavior	<ul style="list-style-type: none"> Continue to promote PE and school Sport in social media and on class dojo. Encourage students to write reports and interview fellow students. Ongoing use of PE Notice Boards located in a more central locations to celebrate and inform. 	Contribution toward PE and Sport lead (£18,520)	<p>Children enjoy seeing photos of what they have done in PE also helping to further consolidate their learning and provoke conversation, making use of learnt subject specific language and terminology.</p> <p>Celebrate the work and achievements of the children so that they feel good about what they do and self-esteem can be enhanced further.</p>	<p>Continue to post photos of our children being active both on Class Dojo and the PE notice board. Ensure that feedback is gained from children about how they view PE and Sport. Use questionnaires to gauge perceived confidence levels. Continue to promote our PE Hero in PE lessons – draw attention to the values of self-belief, respect and determination.</p>

	<ul style="list-style-type: none"> • Further develop Sports Leaders roles and the programme of ongoing Sports Leader training. • Re-introduce the School Sports Crew and their roles within it. • Further promote physical activity across the wider curriculum within other areas of learning. I.e Literacy/Numeracy. Provide links to active ideas and resources i.e DrEAM • Continue to implement the PE Star scheme and send postcards/certificates home to share success with family • Provide pupils with more frequent opportunities to be active throughout the day. 	<p>Sports Leaders across the year groups will develop further their confidence to help in different scenarios and feel proud to demonstrate, organise and lead.</p> <p>Sports Crew will help with planning Inter House competition and conducting interviews with children to promote involvement in school PE and Sport.</p> <p>Monitor the use of active learning across the classes. DrEAM (Drop Everything And Move) resources easily accessible and best practice shared across Key Stages.</p> <p>Celebrate our PE Stars who have worked hard to achieve in PE and share their success as positive role models on Class Dojo.</p>	<p>Sports Leaders have flourished and are eager to help, especially with younger students. Older Sports Leaders have helped train younger ones. Many children want to be a Sports Leader, showing that it is a prestigious role to aspire to. Continue to involve them with activities such as after school clubs and active lunch times, providing essential organised activity.</p> <p>The Sports Crew Representatives have started to work with Sports Leaders, this needs to be developed further with them playing an important role in engaging and inspiring students to be active.</p> <p>Continue to access active resources such as Go Noodle and Super Movers in KS1, build on this with KS2 making better use of Active Kids do Better and exercise dice ideas.</p>
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Key indicator 3: Increased confidence, knowledge and skills of all staff in teaching PE and sport	Percentage of total allocation:
	20%

Intent	Implementation		Impact	
Your school focus should be clear	Actions to achieve are linked to the intentions	Funding allocated:	Evidence of impact:	Sustainability and suggested next steps:
Continue to develop the confidence, knowledge and skills of all staff so that children receive high quality experiences in PE and Sport. The delivery of engaging PE lessons by inspiring teachers will provide positive experiences for children to progress and achieve, discovering their physical potential	<ul style="list-style-type: none"> Team teach with staff sharing appropriate resources and access to planning. Progressive planning, which builds on prior knowledge, skills and understanding. Identify individual strengths and areas for development to better utilise staff and address staff needs. 	Contribution toward PE and Sport lead (£18,520)	<p>Staff take on a lead role for parts of PE with support from PE lead.</p> <p>Further development of observation and feedback skills to help improve student's knowledge, skills and understanding.</p> <p>Children see other staff involved in PE activities thus creating more active role models.</p>	Support staff have worked closely with the PE lead in lessons and taken on active roles within them. Some more confident support staff are able to work with individuals or small groups to help simplify skills and concepts, identifying the fundamentals being learnt, enabling students to work towards their potential. Children love to see staff actively involved in their learning and this will be developed further to continue inspiring our learners.
Key indicator 4: Broader experience of a range of sports and activities offered to all pupils				Percentage of total allocation: 20%
Intent	Implementation		Impact	
Your school focus should be clear	Actions to achieve are linked to your intentions	Funding allocated:	Evidence of impact	Sustainability and suggested next steps:

<p>Provide children with access to a range of activities through a diverse and inclusive curriculum and extra-curricular offers. Enable them to maximize their potential in sports they know. Help them to taste and enjoy new activities and sports which ignite their passion and inspire them to choose healthy, active lifestyles.</p>	<ul style="list-style-type: none"> • Updates to our broad and inclusive curriculum • Purchase of necessary equipment in order to provide a variety of activities during curriculum time and at lunchtimes. • Further develop an offer of beach/water safety and rescue skills across KS2 • Introduce a Healthy Body Healthy Mind Week to provide opportunities in a variety of activities promoting health and well-being. 	<p>Contribution toward PE and Sport lead (£18,520)</p>	<p>Our PE curriculum will be updated and amended to address the needs of our children, ensuring that they have access to a wide range of activities.</p> <p>Children will have a much better understanding of how to keep safe around water and basic rescue skills. They will recognise safety advice and be able to share it.</p> <p>They will recognise the importance of taking part in sport and physical activity and how it can help us maintain a healthy body and healthy mind.</p>	<p>Our progressive PE curriculum continues to build on previous learning, strengthening knowledge and consolidating skills year on year. Underpinning learning will be to continue developing fundamental skills for a lifelong involvement in physical activity.</p> <p>Beach and water safety has been taught across the whole school in the summer term. This can be delivered every year to ensure our children understand how to stay safe around water.</p> <p>Our “Healthy Me” Day promoted the importance of a healthy body and mind and considered factors that contribute towards this. This will be developed further next year linking it in with other curriculum areas e.g PSHE</p>
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Key indicator 5: Increased participation in competitive sport				Percentage of total allocation:
				20%
Intent	Implementation		Impact	
Your school focus should be clear	Actions to achieve are linked to your intentions.	Funding allocated:	Evidence of impact	Sustainability and suggested next steps
Continue to increase the number of children accessing competitive school sport. Build their resilience to succeed and promote the importance of respect and fair play.	<ul style="list-style-type: none"> Participate in appropriate events to meet the needs of our children with additional needs, providing them with fun yet challenging opportunities. Participation in a range of competitions. Introduce a new Inter House/Class competition structure supported by our Sports Leaders. Further develop our Sports Day to be inclusive for all whilst also encouraging challenge for those more able. Increase the number of children taking part in competitive sport as events begin to run again. 	Contribution toward PE and Sport lead (£18,590)	<p>Attendance at School Games qualifiers and Fun Festivals to help rebuild confidence and resilience through performing. (During the pandemic so few opportunities have been available and many children have missed out on this aspect of sport)</p> <p>Regular competitive opportunities within the PE curriculum at the end of each term to help consolidate learning. This environment will encourage the use of appropriate skills and knowledge in context whilst also providing challenge.</p> <p>As events become more frequent again children will be able to attend inter school competition. They will develop confidence and team work and strive to achieve their potential. A register of attendance will be kept to highlight opportunities for as many as possible.</p>	<p>Almost all events on the primary calendar have been attended. We will continue to enable as many children as possible to access competitive school sport. We will continue to track the children who attend events and target individuals for specific events. We will also continue to make use of these opportunities to continually embed the values of team spirit, self -belief, resilience and honesty.</p> <p>A new House system has been introduced during the latter part of this year and children have experienced Inter House competition at Sports Day and within PE lessons. Now we need to consider how to build upon this with more frequent Inter House competition.</p> <p>Attendance at sports events figures show 76% of year 6s, 74% of year 5s and 81% of year 3&4 attended events. Next year we will aim to increase this by having</p>

				extra adults, including parent helpers more readily available to accompany so that we can take additional teams where possible. Thus, increasing the number of children involved.
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Signed off by	
Head Teacher:	
Date:	
Subject Leader:	
Date:	
Governor:	
Date:	