

# 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 2019/20	£ 0
Total amount allocated for 2020/21	£17,670
How much (if any) do you intend to carry over from this total fund into 2021/22?	£16,050
Total amount allocated for 2021/22	£33,720
Total amount of funding for 2021/22. To be spent and reported on by 31st July 2022.	£33,720

## 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>	N/A
<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>	% N/A
<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>	% N/A
<p><b>What percentage of your current Year 6 cohort perform safe self-rescue in different water-based situations?</b></p>	% N/A
<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>	N/A

## 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.

<b>Academic Year:</b> 2020/21		<b>Total fund allocated:</b>		<b>Date Updated:</b> 30/09/22	
<b>Key indicator 1:</b> 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: 5%
<b>Intent</b>		<b>Implementation</b>		<b>Impact</b>	
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:		Evidence of impact: what do pupils now know and what can they now do? What has changed?:	
To educate children in the value and benefits of a healthy active lifestyle. To ensure our high quality PE and school sport offer develops confident movers with the aim of inspiring lifelong participation in physical activity. To use active lessons to increase physical activity levels and learning. To raise awareness of the best places to take part in sport and physical activity outside of school. Provide opportunities for daily physical activity.		Through PE lessons and sport, ensure our children understand the role of movement in the development of their own physical literacy, fitness and wellbeing.  Get Set 4 PE subscription.  Staff will have access to lesson plans and resources.		£ 1000  £700  Positive attitudes to health and wellbeing displayed by children when talking about PE.  Children asked about PE talked about enjoying the learning and PE with lessons have helped them to improve.  Evidence, Curriculum map - PE policy	
<b>Key indicator 2:</b> The profile of PESSPA being raised across the school as a tool for whole school improvement					Percentage of total allocation: 25%
<b>Intent</b>		<b>Implementation</b>		<b>Impact</b>	

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>Use PE and sport to enable the development of life skills that are transferred to other curriculum areas, wider school and beyond.</p> <p>Use PE and sport to develop the whole person including thinking, social and healthy me skills.</p> <p>Use PE teaching to aid fine and gross-motor skill development.</p> <p>Ensure PE and school sport is visible in the school (assemblies, notice boards, school website and recognition of pupils)</p> <p>For all children to take part in a sports day event at the Kings Park Athletic Stadium.</p>	<p>Small world and fine motor activity learning to support the development of children's fine and gross motor development in EYFS.</p> <p>Planned learning opportunities for children to develop these skills in order to improve their learning outcomes in Literacy and Numeracy.</p> <p>Book Kings Park Athletic Stadium for Summer 2022 and plan an active fully competitive sports day. Ensure extra staff are booked for the day (MDSA to take extra day, part time staff extra day)</p>	<p>£7130</p> <p>£1250</p>	<p>Personal development (physical skills, thinking skills, social skills and personal skills) was greater than the baseline at the end of the school year in EYFS.</p> <p>Children in EYFS developed a great sense of self and personal development through taking part in physical activities for learning.</p> <p>SMSC - Children learn to respect and work with each other, exercise self-discipline and act in a safe and sensible manner.</p> <p>Children and parents talked about enjoying the Sports Day and the fully active sessions across the day.</p>	<p>Identify the positive impact that PE and school sport has on academic achievement, behaviour and safety, attendance, health and well-being and SMSC.</p> <p>Ensure this is booked again for 2023</p>

<b>Key indicator 3: Increased confidence, knowledge and skills of all staff in teaching PE and sport</b>				Percentage of total allocation:
				31%
<b>Intent</b>	<b>Implementation</b>		<b>Impact</b>	
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:

Raise the quality of learning and teaching in PE and school sport by providing support to deliver broad, balanced and inclusive high quality PE and school sport provision (within and beyond the curriculum) to raise pupils' attainment.	Use specialist coaches and providers for staff training to increase the knowledge and confidence of staff in delivering PE:- JSC  Purchase quality assured resources to support teachers and support staff.	£10,519	Increased staff knowledge and understanding  All teachers able to confidently plan, teach and assess National Curriculum PE  Enhanced quality of provision  A more inclusive curriculum which inspires and engages all pupils - increased capacity and sustainability in teaching PE.	Review staff confidence and competence in delivering high quality PE and school sport and allocate staff to upcoming CPD opportunities.
<b>Key indicator 4:</b> Broader experience of a range of sports and activities offered to all pupils				Percentage of total allocation: 44%
<b>Intent</b>	<b>Implementation</b>		<b>Impact</b>	
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:
Ensure that children who are vulnerable to not taking part in sport/exercise are invited to take part in an after-school club sports session weekly.  To ensure that all children who are demonstrating with a skill in PE are invited to take part in a sport session which is	Ask class teachers to provide children who are not taking part in the sports sessions outside of school, or are vulnerable to reduced activity in school, to ensure these children are targeted.  Ask JSC to identify children who are exceptional to take part in ASC weekly in a sporting area.	£10,375  £4,446	Children taking part in ASC was high. Pupils talked about enjoying sessions and wanting to take part in more than one session.  Parents discuss the improvement in their children's social and emotional literacy skills from taking part in ASC sessions.	Additional funding was applied from the income of ASC.

Key indicator 5: Increased participation in competitive sport				Percentage of total allocation:
				0%
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:
Provide opportunities to take part in a diverse range of school sport through extra-curricular clubs and events.	Look for sports coaches to offer additional sports opportunities for all children.	£0	We need to ensure this occurs in 2022 – the post pandemic staffing shortage found it difficult to identify staff who could support or develop sporting outside of the main school lessons.	

Signed off by	
Head Teacher:	Andy Poole
Date:	30/09/22
Subject Leader:	Remy Richards/Andy Poole
Date:	30/09/22
Governor:	
Date:	