

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	£20,780
How much (if any) do you intend to carry over from this total fund into 2021/22?	£0
Total amount allocated for 2021/22	£20,570
Total amount of funding for 2021/22. To be spent and reported on by 31st July 2022.	£20,570

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>	44%
<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>	26%
<p>What percentage of your current Year 6 cohort perform safe self-rescue in different water-based situations?</p>	40%
<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>	<p>Yes/No</p> <p>Additional swimming lessons for year 5 pupils</p>

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: July 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: £10,859 (53%)
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?
To promote and sustain active learning in the classroom and increased activity during throughout the school day.	Fund specialist coaches (Game-on Coaching) to provide; 1 hour per day of supervised sport and activity through lunchtime activity clubs.		£4569	Lunchtime sports have significantly increased due to coaching and provision by Game On Coaching.
	KS2 pupil play leaders have been trained to lead active games which develop gross motor skills with EYFS pupils. Appropriate equipment has been purchased to support this.		£250	Reception pupils have benefitted from structured games and activities that have improved gross motor skills.
	Daily well-being walk embedded for KS1 pupils.			Evidence suggests that Increased levels of activity improves cognitive function and concentration. YST.org
Increase opportunities for less active pupils to become physically active.	PE Teaching Assistant employed to identify children who are disengaged with physical activity and develop their views on health and wellbeing and their levels of physical activity. Utilise pupil		£3000	The importance of physical activity has been significantly raised with higher levels of participation and interest.
				Extend the role of the PE TA to evaluate and measure the impact of work with disengaged pupils.

<p>Educate the children on the importance of a nutritional and well balanced diet to complement active lifestyle.</p> <p>To improve and encourage a healthy lifestyle for all children via links with local providers and associations.</p>	<p>voice information for ideas on how to engage the children with more physical activities.</p> <p>Additional release time for PE and Sport Lead to coordinate external provision for healthy lifestyle coaching such as Joy of Moving, One Body, One Life, Healthy Eating Award, Sky Blues in the Community.</p>	£1,000	<p>Pupils in can articulate why it is important to eat healthy and maintain an active lifestyle.</p>	<p>Purchase equipment to help children learn how to prepare healthy food for themselves and their families.</p> <p>Investment in Healthy Schools award (Food for Life) and resources.</p>
<p>PE staff to coordinate a wide range of sports opportunities and co-curricular experiences to encourage more pupils to participate and enhance enjoyment of sport.</p>	<p>Extended range of co-curricular clubs. Game On offering after school clubs. Target key children in the engagement of new sports and activities. Provide high quality sports enrichment from outside organisations.</p> <p>PP funding and free places given where applicable to support families in need.</p>	£2040	<p>In 2021-2022 46% of children had attended a co-curricular club.</p> <p>100% of children had attended a co-curricular activity.</p>	<p>Continue to seek views of families and use pupil voice to ascertain the clubs and activities that are pupils are interested in.</p> <p>Continue to provide high quality co-curricular clubs that are externally funded and therefore do not require any school funding or teacher led and so free to attend with a reduction in parent paid clubs.</p> <p>Introduce physical activity at breakfast club.</p>

Key indicator 2: The profile of PESSPA being raised across the school as a tool for whole school improvement				Percentage of total allocation: £5,000 (24%)
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>Improve the progress and achievement of all learners through the power of PE and Sport by inspiring and upskilling all teaching through CPD provided by PE Lead and TA.</p> <p>Educate the children and school community on the importance of a healthy, active lifestyle and how to improve physical wellbeing.</p> <p>Engage with Active Streets programme and local projects to increase activity levels outside school.</p>	<p>PE Lead and TA embeds whole school curriculum with clear skills development and progress for all children and to provide CPD opportunities for staff.</p> <p>Wellbeing Lead embed the wellbeing curriculum to raise the profile of wellbeing and improve understanding amongst children.</p> <p>Education for families about the benefits of walking to school. Whole school targeted approach to walking to school. Healthy eating extra-curricular activities with parental involvement.</p> <p>Sport Week, professional athlete visits, sponsored events, Race for Life and fitness focussed challenge.</p>	<p>£4000</p> <p>£1000</p>	<p>Sport and wellbeing continue to have a high profile. CPD provided on Physical Literacy and Active Learning and focussed long term curriculum plan and individual lesson plans implemented. PE timetable produced to ensure lessons given priority and staff supported as required.</p> <p>Remote activities continue to be shared online to support parents and help encourage skill development and increased activity levels at home.</p> <p>The profile of sport and active lifestyles is raised.</p>	<p>Appoint an Innovation and Standard Lead to co-ordinate and further improve sport and PE provision in conjunction with the after-school offer.</p> <p>Re-establish engagement with School Games.</p> <p>Seek opportunities for inspirational visits to elite sports events.</p>

Key indicator 3: Increased confidence, knowledge and skills of all staff in teaching PE and sport				Percentage of total allocation:
				£1,250 (6%)
Intent	Implementation		Impact	
Your school focus should be clear what you want the pupils to know	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>Improve the confidence and competence of all staff in delivering PE and active lessons so all children receive a positive experience.</p> <p>Improve pupil progress in all areas of PE through improved planning and delivery of the curriculum for now and the future.</p> <p>Information and new initiatives/ strategies from conferences/training is shared with all staff.</p>	<p>Complete PE subscription - whole-child PE curriculum programmes.</p> <p>Qualified PE TA employed to support the delivery of high-quality PE and provide CPD.</p> <p>Sky Blues in the Community (PL Primary Stars) 12 weeks of CPD for two teachers and classes to develop the individual's confidence, skills and identified areas of development in fundamental movement skills. Weekly co-curricular club and curriculum day support included.</p>	<p>£250</p> <p>£1,000</p>	<p>Quality of PE teaching is at least good in all year groups.</p> <p>High quality PE is delivered by the qualified PE TA ensuring pupils have access to high quality provision. Good practice is shared across year groups.</p> <p>PE lessons demonstrate increased sustained physical activity through the use of a structured PE programme.</p> <p>Pupils in EYFS develop gross motor skills using Strength Lab activities throughout the day.</p> <p>Sports week and school assemblies to recognise achievement in PE raise the profile of the importance of being and staying active.</p>	<p>Establish links with local sports providers to establish pathways for talented pupils</p> <p>Does your PE curriculum and enrichment offer plan for and deliver against personal development outcomes?</p> <p>Do you have external recognition for PE and the impact it has on the school's priorities, values and ethos? S</p> <p>Sport used as a vehicle to engage and raise achievement in other subjects, such as maths and English?</p> <p>Access to level 2/3 competition through full engagement in School Games and local competition such as Game On Football League coordinated by PE Lead and PE TA.</p>

Key indicator 4: Broader experience of a range of sports and activities offered to all pupils				Percentage of total allocation: £3,361 (16%)
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>Ensure school is equipped to deliver a wide and engaging PE curriculum.</p> <p>Improve functional strength of all children by incorporating progressive exercise programme into PE curriculum.</p> <p>Co-curricular staff to coordinate a wide range of sports opportunities and co-curricular experiences to encourage more pupils to participate and enhance enjoyment of sport. Provide a number of sport trips to a range of venues where possible.</p> <p>Provide a range of opportunities for children to participate in intra-school competitive sport so children experience competitive sports, fair play and team building opportunities.</p>	<p>Strength Lab researched and purchased to provide an extensive video library of strength exercises linked to superheroes. Desktop computers added to hall spaces to facilitate use. PE curriculum mapped to include exercises.</p> <p>Provide high quality sports enrichment from outside organisations. Funded Scooter club provided to children including a free scooter and proficiency lessons. Seek opportunities for inspirational visits to elite sports events.</p> <p>Top up swimming lessons for Year 5 pupils whose lessons were disrupted due to lockdowns.</p> <p>Professional tennis coaching from the Lawn Tennis Association (LTA) for Year 4 and Year.</p>	<p>£150</p> <p>£220</p> <p>£2,991</p>	<p>5 termly exercises are now performed at the start of every PE lesson. Children understand the importance of a warm up and now enjoy exercise. General strength and confidence has improved in all years.</p> <p>46% of children have attended a co-curricular experience in 2021-22. 20 x Year 4's took part in scooter club and are now riding to school regularly.</p> <p>Children improved skills and confidence in tennis.</p>	<p>Maintain annual Strength Lab subscription and continue as mapped into curriculum.</p> <p>Maintain high quality co-curricular clubs that are externally funded and therefore do not require any school funding or teacher led and so free to attend.</p> <p>Continued to use PP funding and free places given where applicable to support families who need extra help accessing these clubs</p> <p>Embed competition as a normal element of learning at level 1 stage through the house system.</p> <p>Organise sporting calendar to maximise competition opportunities.</p>

Key indicator 5: Increased participation in competitive sport				Percentage of total allocation:
				£100 (1%)
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:
Personal enjoyment, goal setting and self-confidence are key and transfer into wider quality of life.	<p>Inter and house sport competitions provide opportunity for individual and team success.</p> <p>The promotion of values and good sportsmanship is evident in all sporting activities to maximise social development.</p> <p>Community involvement in sporting activities and events.</p> <p>Rowing machine competition.</p>	£100	<p>All pupils have benefitted from increased opportunity to take part in competitive sport.</p> <p>Pupil's social skills and values have improved as a result of high-quality adult led opportunities that focus on fairness, team celebrations, etc.</p> <p>Community sporting events such during sports week raised the importance of healthy and active lifestyles.</p>	<p>Introduce half-termly sporting events that children can work toward taking part in through PE and extra-curricular activity.</p> <p>Ensure the competition offer caters for children with lower levels of physical literacy (varying motivations, knowledge and understanding, confidence, competence levels)</p>

Signed off by	
Head Teacher:	Dawn Wilson
Date:	21.7.22
Subject Leader:	Paul Rose
Date:	21.7.22
Governor:	Ruth Winters
Date:	21.7.22