

Evidencing the impact of the Primary PE and sport premium

Website Reporting Tool

Revised July 2021



Commissioned by



Department
for Education

Created by



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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	£448.00
Total amount allocated for 2020/21	£20,770
How much (if any) do you intend to carry over from this total fund into 2021/22?	£0.00
Total amount allocated for 2021/22	£20,810
Total amount of funding for 2021/22. To be spent and reported on by 31st July 2022.	£20,810

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 2020.</p> <p>Please see note above</p>	58%
<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>	6%
<p>What percentage of your current Year 6 cohort perform safe self-rescue in different water-based situations?</p>	43%
<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>	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: 2020/21		Total fund allocated:		Date Updated:	
<p>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</p>					Percentage of total allocation:
					%45
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:
Access to high quality resources during PE sessions. Enough quantity of resources to enable access for all.	Purchase of additional PE resources to support PE lessons. All sports and activities taught in PE sessions to be fully resourced. All individuals have access to sufficient resources to be able to engage fully in lessons.		£	Spending has ensured that the majority of planned PE sessions have been fully resourced leading to greater participation and active minutes in lessons. Equipment audit led by PE coordinator, and supported by support staff and external coaches, linked to planning.	Continued monitoring of, and replacement of, resources Speak to members of school parliament about sports clubs and needs
Access to high quality resources during after school, and lunchtime, clubs. Enough quantity of resources to enable access for all.	Purchase of additional PE resources to support after school club sessions. Plus, a widening of resources to allow additional sports to be covered in clubs. All sports and activities taught in after school clubs to be fully resourced. All individuals have access to sufficient resources to be able to engage fully in			Spending has ensured that all planned PE sessions have been fully resourced leading to greater participation and active minutes in after school and lunchtime clubs. Equipment audit led by PE coordinator, and supported by support staff and external coaches, linked to clubs.	Continued monitoring of PE resources for wear and tear. To ensure that sports offered as after school clubs have adequate resources. Continue to widen range of resources so a wider variety of sports can be offered e.g. girls football club futsal club

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<p>Funding for sports coach to run lunchtime active sports sessions once per week.</p>	<p>sessions. Use external sports coaches to ensure children can take part in a range of lunchtime PE clubs</p>		<p>Children from KS1 and KS2 have had the option to take part in clubs leading to more active playtimes.</p>	<p>Ensure that sports coaching is maintained for new academic year in September. Seek feedback from members of school parliament on what clubs children want at lunch.</p>
<p>Funding for sports coach to lead specialist coaching sessions for small groups from KS2 and KS1</p>	<p>Use external sports coach and ensure all children are invited to participate across the year, including those preparing for sports teams or competitions</p>		<p>Children in KS2 receive specialist coaching during the year. Improved skills of individuals and groups leading to improved performance in sport over a period of time</p>	<p>Ensure that sports coaching is maintained for new academic year in September. Seek feedback from members of school parliament on what clubs children want at lunch.</p>

Key indicator 2: The profile of PESSPA being raised across the school as a tool for whole school improvement

Percentage of total allocation:

%25

Intent	Implementation		Impact	
<p>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:</p>	<p>Make sure your actions to achieve are linked to your intentions:</p>	<p>Funding allocated:</p>	<p>Evidence of impact: what do pupils now know and what can they now do? What has changed?:</p>	<p>Sustainability and suggested next steps:</p>
<p>Improved access to resources and training for staff will lead to improved behaviour at playtimes Improve the gross and fine motor skills of EYFS children as identified</p>	<p>Improved resources will widen the range of activities on offer for children to take part in active play at lunch times EYFS staff to use money to ensure that equipment purchased supports</p>	<p>£</p>	<p>Children are more active at playtime and as a result behaviour has improved and pupils are healthier and happier. EYFS staff to report back on</p>	<p>Continue to monitor lunch time behaviour and adapt lunchtime offers to ensure children continue to be engaged and behaviour continues to be of a good standard at lunchtimes To offer EYFS further funds to</p>

by EYFS SLT staff	fine and gross motor skills		impact of equipment on motor skills	continue to improve provision and develop motor skills
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Key indicator 3: Increased confidence, knowledge and skills of all staff in teaching PE and 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:
		£		

Key indicator 4: Broader experience of a range of sports and activities offered to all pupils	Percentage of total allocation:
	15

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> <p>Continue to offer a wider range of activities both within and outside the curriculum in order to get more children involved.</p> <p>After school clubs, and lunchtime clubs, subsidised to ensure children can access any clubs they wish and do not miss out through cost</p>	<p>Sports coaches found to run a variety of clubs at lunchtime and after school</p> <p>Sports coaches found to run a variety of clubs at lunchtime and after school</p>	<p>£</p>	<p>Participation in basketball club, dance club and participation in specialist football training leading to increased levels of physical activity</p> <p>Participation in basketball club, dance club and participation in specialist football training leading to increased levels of physical activity</p>	<p>To widen further the provision offered during lunchtimes and after school clubs</p> <p>To widen further the provision offered during lunchtimes and after school clubs</p>
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Key indicator 5: Increased participation in competitive sport				Percentage of total allocation:
				%15
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:
To enter a variety of competitive leagues including football and netball	Staff sought to run and prepare children for these competitive leagues through lunchtime and after school clubs	£	Pupils from Year 4-6 have taken part in competitive sports leagues. Increase in the skills needed to compete in these league	To continue to enter these leagues in the next academic year
To offer SEN pupils clubs to prepare for competitive competition	Staff sought to run and prepare children for these competitive leagues through lunchtime and after school clubs		SEN pupils won the SEN gym festival event. Increased confidence and physical exercise	To enter this competition again and possibly expand the number of teams that enter the competition
To enter KS2 pupils in the district sports competition	Staff sought to run and prepare children for these competitive leagues through lunchtime and after school clubs		Increased engagement with parents as they volunteered to help run this activity and introduction to children of competitive sports	To offer athletics as a possible lunchtime/after school club in order to prepare pupils for competitive sport
To hold a competitive sports day for KS1	Staff informed of the event and how it is to be managed to ensure maximum engagement		Increased engagement with parents and introduction to all children of competitive sports. Positive engagements with exercise as well as social skills.	To offer this event again but with a greater variety of activities on offer
To hold a competitive sports day for KS2	Staff informed of the event and how it is to be managed to ensure maximum engagement		Increased engagement with parents and introduction to all children of competitive sports. Positive engagements with exercise as well as school values	To offer this event again but with a greater variety of activities on offer
Promote sports clubs in the local area	Promotion of clubs through, visiting coaches, try it out sessions and signposting local clubs to families		Children exposed to local sports groups in the area and some engagement with joining these clubs	To continue to promote local sports clubs and taster sessions

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