

# 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 2019/20	£3077
Total amount allocated for 2020/21	£21077
How much (if any) do you intend to carry over from this total fund into 2021/22?	£0
Total amount allocated for 2021/22	£18000
Total amount of funding for 2021/22. To be spent and reported on by 31st July 2022.	£18000

## 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>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>	68%
<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>	75%
<p><b>What percentage of your current Year 6 cohort perform safe self-rescue in different water-based situations?</b></p>	10%
<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>	Yes/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.

<b>Academic Year:</b> 2020/21		<b>Total fund allocated:</b>		<b>Date Updated:</b>	
<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:
<b>Intent</b>	<b>Implementation</b>		<b>Impact</b>		
<i>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:</i>	<i>Make sure your actions to achieve are linked to your intentions:</i>		<i>Funding allocated:</i>	<i>Evidence of impact: what do pupils now know and what can they now do? What has changed?:</i>	
For all year groups to participate in an addition 30 minutes of activity daily as well as Planned PE Lessons	Lunchtime clubs provided for children and also children targeted as being less active to attend clubs to boost fitness and participation within exercise.		£ - cost of employing a Sports focused TA	Children within lessons learn through movement and visuals before lessons  Teachers given resources to where to find these activities to be done indoor or outdoor	Continue to promote 30 daily minutes of activity for children within lessons and lunchtimes with the sports coach  Teachers to assess any children who are least active to attend lunchtime clubs with the sports coach
<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:
					47%
<b>Intent</b>	<b>Implementation</b>		<b>Impact</b>		
<i>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:</i>	<i>Make sure your actions to achieve are linked to your intentions:</i>		<i>Funding allocated:</i>	<i>Evidence of impact: what do pupils now know and what can they now do? What has changed?:</i>	

<p>Children to be able to work on their own mental wellbeing, self-defence and self-awareness of the world around them</p> <p>1-1 sessions provided so children can talk with through anything worrying them within their own lives and experiences</p>	<p>Children being involved in weekly fitness and well-being sessions with mentor. This will promote their physical and mental well-being. Children also have a good understanding of keeping safe.</p>	<p>£10000</p>	<p>We believe that the small group opportunities and discussion scenarios, that this will facilitate regularly, will significantly impact on children's confidence in themselves and their world and in their positivity towards themselves and their learning.</p> <p>60 Children across the school have worked with fitness and mental health mentor including all Year 6 children.</p> <p>Children and parents seeing positive impact.</p>	<p>Continuation of mentor working with more children.</p> <p>CPD of staff and improving their skills in promoting and improving the physical well-being of the pupils. This will help continue to improve the whole school ethos of promoting physical and mental well-being.</p> <p>Continue to monitor and invite pupil and parent responses in the programme. From this we can look for ways we can make changes for next year.</p>
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<p><b>Key indicator 3: Increased confidence, knowledge and skills of all staff in teaching PE and sport</b></p>				<p>Percentage of total allocation: 30%</p>
Intent	Implementation		Impact	
<p><i>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:</i></p>	<p><i>Make sure your actions to achieve are linked to your intentions:</i></p>	<p><i>Funding allocated:</i></p>	<p><i>Evidence of impact: what do pupils now know and what can they now do? What has changed?:</i></p>	<p><i>Sustainability and suggested next steps:</i></p>
<p>Sports coach to plan, deliver and assess children through all year groups</p> <p>Work alongside teacher for CDP and up skill teachers within different areas of sport</p>	<p>Sports coach to deliver 2 hours of PE per year group working alongside teacher and TA for CPD with PE</p> <p>Teachers to work alongside sports coach when assessing children within the topic and at the end of the for competition week.</p>	<p>£6200 Sports Coach</p>	<p>Assessments show children have gained skills within sports and children identified where they need improvement alongside teacher and sports coach.</p> <p>Teachers feel more confident delivering PE and following</p>	<p>2021-2022 academic year teachers to have more time to deliver PE lessons to their year groups with the assistance of the sports coach.</p> <p>Assessments to be done within lessons and after lessons between sports coach and teacher to see where children are within that topic.</p> <p>Continue training of lunchtime staff.</p>

			plans provided by the sports coach	Ensure sports coaches are teaching a variety of subjects so staff gain confidence and see a variety of topics. This will also support progress of pupils as they are learning a variety of skills.
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**Key indicator 4: Broader experience of a range of sports and activities offered to all pupils** Percentage of total allocation:  
15%

Intent	Implementation		Impact	
<i>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:</i>	<i>Make sure your actions to achieve are linked to your intentions:</i>	<i>Funding allocated:</i>	<i>Evidence of impact: what do pupils now know and what can they now do? What has changed?:</i>	<i>Sustainability and suggested next steps:</i>
Planned out after school activities for all year groups throughout the year  Coaches provided by KESSP to deliver sports after school for children to attend	To provide all year groups with structured after school activities with a range of different sports for all  Coaches to deliver sports children are interested in through speaking with children from different year groups and focus on their skills within a specific sport	£3200 KESSP annual subscription	Covid-19 restrictions and RA within school made things difficult for visits to come into school  Towards the last term we provided after school activities for year groups and within coaches coming in from KESSP. Children were provided with cricket gymnastics and dance where there skills have improved and gained more confidence.	Work alongside KESSP to provide more coaches within school this year in different areas and prepare for competitive sports further on in the year.  Sports coach to provide extracurricular activities during lunchtime and after school for different year groups through the year  Offer a range of after school clubs for children in Key Stage 1 and 2. Tennis, Football and Netball have proven popular so we will continue with these.  We aim to consolidate and increase the number of participants across the school where possible in both curriculum time

				and extracurricular activities
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Key indicator 5: Increased participation in competitive sport				Percentage of total allocation:
				15%
Intent	Implementation		Impact	
<i>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:</i>	<i>Make sure your actions to achieve are linked to your intentions:</i>		<i>Funding allocated:</i>	<i>Evidence of impact: what do pupils now know and what can they now do? What has changed?:</i>
Children to gain confidence within competitive sports alongside and against other schools within our area  To gain an understanding of personal best through competitive sports	Prepare and work alongside sports partnership to compete in as many competitions as possible  To plan and prepare competition internally where possible  Identify gifted and talented to push further in all sports	£3200 KESPP annual subscription	Covid-19 changed a lot of the intent, towards the end of the year we were able to take part in competitions outside of school  Internally children gained experience in a multitude of sports throughout the year	2021/2022 academic year to promote competitive sports within the partnership where we can  Plan house competitions within their PE topics for the academic year with the introduction of the sports leaders within school referring  To participate in a variety of competitive sports, both boys and girls.

Signed off by	
Head Teacher:	Mr G O'Hara
Date:	20/07/21
Subject Leader:	Mr A. Miller
Date:	20/07/21
Governor:	Miss I Ekundayo
Date:	20/07/21