

# 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	£18,520
How much (if any) do you intend to carry over from this total fund into 2021/22?	£206.50
Total amount allocated for 2021/22	£19,206.50
Total amount of funding for 2021/22. To be spent and reported on by 31st July 2022.	£19,000

## 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>	Completed session in 2018
<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 2020.</p> <p>Please see note above</p>	65%
<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>	48%
<p><b>What percentage of your current Year 6 cohort perform safe self-rescue in different water-based situations?</b></p>	100%
<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/ <b>No</b>

## 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: £18,520		Date Updated: July 2021	
<b>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</b>					Percentage of total allocation: £18,313.50 = 98%
Intent	Implementation		Impact	Sustainability and suggested next steps:	
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?:	
<ul style="list-style-type: none"> <li>To engage and encourage more children to take part in positive, active playtimes and understand the importance of active, healthy lifestyles.</li> <li>To provide lunchtime supervisors with support and training in order to facilitate positive, active playtimes.</li> <li>Develop the playground to include more facilities for children to access at break time.</li> <li>Ensure play equipment standards and met.</li> </ul>	<ul style="list-style-type: none"> <li>20 Y4 pupils have been trained as Sports Leaders delivering games to other pupils to promote staying active. Although Covid restrictions have meant the Sports Leaders have only been able to practise their knowledge with their fellow peers, it has given them the opportunity to develop their confidence and leadership knowledge. Therefore, equipping them ready for September when restrictions are hopefully lifted and bubbles are no longer required.</li> <li>Sports Leaders were able to demonstrate knowledge</li> </ul>		£5916	<ul style="list-style-type: none"> <li>Confidence to lead activities with pupils across all ages. Knowledge to lead a variety of games to engage a wide variety of pupils including the reluctant non-active pupils. Evidence gathered through pupil voice.</li> <li>Adventure playground impact will be seen in Autumn 2021. Pupil voice from Summer 2021 highlighted the urgency and need for the equipment to be replaced and back in use.</li> </ul>	
				<ul style="list-style-type: none"> <li>PE Coordinator attended Sports leader training so the ideas from the course can be implemented as a refresher in September 2021 and for future years with adaptations as pupil voice and observation informs i.e. games which need refining etc.</li> <li>Continue to train and refresh lunchtime supervisor staff to equip them with the knowledge to carry out positive playtimes.</li> </ul>	

	<p>from their session with lunchtime supervisors and give them an opportunity to develop their knowledge of activities to promote active lifestyles with pupils across the school.</p> <ul style="list-style-type: none"> <li>• Adventure playground to be replaced date TBC possibility of Autumn Term 1.</li> <li>• Adventure playground inspection carried out which highlighted issues with some of the structure which led to new equipment purchased.</li> <li>• Play equipment purchased for Foundation Stage to develop gross motor skills with climbing opportunities.</li> </ul>	<p>£11,126</p> <p>£190</p> <p>£1081.50</p>		
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**Key indicator 2: The profile of PESSPA being raised across the school as a tool for whole school improvement**

Percentage of total allocation:  
0% (allocated in Key Indicator 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:
<ul style="list-style-type: none"> <li>• To develop whole school festivals.</li> <li>• To participate in virtual Inter School Competitions.</li> <li>• To support for children's mental health and wellbeing.</li> </ul>	<ul style="list-style-type: none"> <li>• Spring 2021. It's Catching delivered a range of quick fire activities which pupils can and have been implementing at playtimes. It provides an element of competition in order to encourage them to further</li> </ul>	<p>£5916 (allocated in Key Indicator 1)</p>	<ul style="list-style-type: none"> <li>• More children keen to practise their catching skills which support many areas of the PE curriculum. Evident at playtimes with pupils taking their 'It's Catching' ball outside.</li> </ul>	<ul style="list-style-type: none"> <li>• Set up our own Colour Run. When Covid restrictions allow, this can include parents and carer which in turns supports the relationship with our whole school</li> </ul>

	<p>improve their skills.</p> <ul style="list-style-type: none"> <li>• Summer Term 1 - Colour Fun Run used to promote mental health as it was the first whole school event with Covid safety measures in place. This gave the pupils an opportunity to come together as a school community. Due to severe damage to the adventure playground and significant costs it will incur, this was a sponsored event to ensure we can provide the children with an opportunity to promote daily active 30 minutes.</li> <li>• Summer Term 1 - Olympic Day gave pupils the opportunity to participate in sports they have not already experienced i.e. volleyball.</li> <li>• Summer Term 1 - OAA event promoted a usually less engaging area of PE.</li> <li>• Spring Term 2 – Silent Disco gave pupils the chance to participate in an unusual activity which they wouldn't ordinarily be able to take part in.</li> <li>• Virtual competitions - Boccia, athletics and net and wall.</li> </ul>	<p>£5916 (allocated in Key Indicator 1)</p> <p>£5916 (allocated in Key Indicator 1)</p> <p>£5916 (allocated in Key Indicator 1)</p> <p>£5916 (allocated in Key Indicator 1)</p> <p>£5916 (allocated in Key Indicator 1)</p>	<ul style="list-style-type: none"> <li>• Autumn 2021 they will be able to participate in activities on the adventure playground which they helped fundraise giving them a sense of pride as they helped to fund the project.</li> <li>• Raised the profile of sport and different ways to stay active.</li> </ul>	<p>community.</p> <ul style="list-style-type: none"> <li>• Sports Leaders and lunchtime supervisors to use the challenges set at the It's Catching event with pupils across the school to engage in 30 active minutes daily.</li> <li>• Able to implement some challenges and activities into our intra school competition providing a competitive element and sports they have not frequently encountered.</li> </ul>
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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% (allocated in Key Indicator 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:
<ul style="list-style-type: none"> <li>To evaluate the progression of knowledge document.</li> <li>To provide staff with the opportunity to develop their knowledge and understanding in PE and Sport.</li> </ul>	<ul style="list-style-type: none"> <li>Adaptations made to PE planning including PPA to ensure a progression of knowledge is implemented from nursery to Y6 ensuring knowledge is embedded and built upon each year.</li> <li>Demonstration lesson for all class teachers by an external PE lead to model how to support more able pupils within a PE lesson.</li> <li>2x class teachers attended an online LTA training session to develop their understanding of the delivery of net games.</li> </ul>	<p>£0</p> <p>£5916 (allocated in Key Indicator 1)</p>	<ul style="list-style-type: none"> <li>Thorough checks from SLT to ensure the new developed planning is progressive giving pupils the opportunity from September 2021 to participate in well-planned sequence of lessons in a spiral curriculum approach.</li> <li>From discussions, teachers feel more equipped to support their more able pupils and less able through the S.T.E.P approach leading to a higher level of confidence when delivering PE lessons.</li> </ul>	<ul style="list-style-type: none"> <li>Use subject monitoring to ensure teachers feel equipped and confident to teach any area of PE and Sport and to provide peer coaching to support where necessary.</li> <li>Continue to adapt and develop the progression of knowledge document to ensure it is secure in providing all pupils with the opportunity to build upon prior knowledge.</li> <li>Continue to access online coaching to keep up with new changes and innovative teachings.</li> </ul>

<b>Key indicator 4: Broader experience of a range of sports and activities offered to all pupils</b>				Percentage of total allocation: 0% (allocated in Key Indicator 1)
<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>Additional achievements:</p> <ul style="list-style-type: none"> <li>To develop their experiences across a range of sporting activities.</li> </ul>	<ul style="list-style-type: none"> <li>Spring 2021. It's Catching delivered a range of quick fire activities which pupils can and have been implementing at playtimes. It provides an element of competition in order to encourage them to further improve their skills.</li> <li>Summer Term 1 - Colour Fun Run used to promote mental health as it was the first whole school event with Covid safety measures in place. This gave the pupils an opportunity to</li> </ul>	<p>£5916 (allocated in Key Indicator 1)</p> <p>£5916 (allocated in Key Indicator 1)</p>	<ul style="list-style-type: none"> <li>More children keen to practise their catching skills which support many areas of the PE curriculum. Evident at playtimes with pupils taking their 'It's Catching' ball outside.</li> <li>Raised the profile of sport and different ways to stay active.</li> </ul>	<ul style="list-style-type: none"> <li>Incorporate wider variety of sports into after school clubs and intra school competitions which pupils don't ordinarily have the opportunity to access.</li> <li>Make links with local sports clubs and promote club opportunities in the local area.</li> <li>Build links with feeder secondary school and local collage for sports</li> </ul>



	<p>come together as a school community. Due to severe damage to the adventure playground and significant costs it will incur, this was a sponsored event to ensure we can provide the children with an opportunity to promote daily active 30 minutes.</p> <ul style="list-style-type: none"> <li>• Summer Term 1 - Olympic Day gave pupils the opportunity to participate in sports they have not already experienced i.e. volleyball.</li> <li>• Summer Term 1 - OAA event promoted a usually less engaging area of PE.</li> <li>• Spring Term 2 – Silent Disco gave pupils the chance to participate in an unusual activity which they wouldn't ordinarily be able to take part in.</li> </ul>	<p>£5916 (allocated in Key Indicator 1)</p> <p>£5916 (allocated in Key Indicator 1)</p> <p>£5916 (allocated in Key Indicator 1)</p>		<p>leaders to deliver a range of sports to pupils whilst giving them the opportunity to develop their leadership knowledge.</p>
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Key indicator 5: Increased participation in competitive sport				Percentage of total allocation:
				0% (allocated in Key Indicator 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:
<ul style="list-style-type: none"> <li>To participate in inter sports activities.</li> </ul>	<ul style="list-style-type: none"> <li>Pupils to participate in virtual competitions developed as a result of Covid restrictions. Pupils participated in Boccia athletics and net and wall activities.</li> </ul>	£5916 (allocated in Key Indicator 1)	<ul style="list-style-type: none"> <li>Pupil voice stating interest in activities and evidence of pupils taking part in similar activities at playtime to promote active lifestyles.</li> </ul>	<ul style="list-style-type: none"> <li>Make links with local primary schools to organise an inter school competition timetable. Use a central register to ensure all pupils are given the opportunity to participate one or more event.</li> </ul>

Signed off by	
Head Teacher:	
Date:	29.07.2021
Subject Leader:	N.Herrick
Date:	19.07.21
Governor:	
Date:	29.7.2021