

# 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  | £888    |
| Total amount allocated for 2020/21  | £19,600 |
| How much (if any) do you intend to carry over from this total fund into 2021/22?    | £4,218  |
| Total amount allocated for 2021/22  | £19,610 |
| Total amount of funding for 2021/22. To be spent and reported on by 31st July 2022. | £23,828 |

## Swimming Data

Please report on your Swimming Data below.

|  |  |
|--|--|
| <p>Meeting national curriculum requirements for swimming and water safety.<br/>                     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.<br/> <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?<br/>                     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.<br/>                     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]?<br/>                     Please see note above</p>  | 68 %   |
| <p><b>What percentage of your current Year 6 cohort perform safe self-rescue in different water-based situations?</b></p>  | 87 %   |
| <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 – employing a specialist swimming instructor to ensure all children are given every chance to gain water confidence. |

## 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: £20,488 |                    | Date Updated: June 30 <sup>th</sup> 2021   |   |
|--|---|-------------------------------|--------------------|--|---|
| <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:<br>20 % (£4130) |
| 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?:   |   |
| Ensure all children are active for at least 30 mins each day throughout the school day and beyond.<br><br>Increase level of activity during social times, curriculum times and extra-curricular.                                     | Walk The Mile – Regular reminders, keep visual display updated and celebrated at assemblies to increase level of participation within all year groups.  |                               | £50                | Recorded levels were on target, however due to COVID this was interrupted.   |   |
|  | Active Social Time – Purchase equipment to allow for a range of activities for playtime to encourage all children to become more active. MMS given CPD and more employed to support increased activity. |                               | £1130              | A wider variety of activities being enjoyed during playtime – not just Football, allowing more children to be active.  |   |
|  | Outdoor Gym Stations – Introduce a timetable so all year groups are given access to the equipment, allowing those less active to feel they can become involved.   |                               | £1100              | EYFS seen increased confidence levels in children who previously have not had access to such equipment.  |   |
|  | Boxing Club – move sessions from  |                               | £1300              | Children engaged in these  |   |
|  |   |                               |                    | Raise profile, remind staff of importance of activity.<br><br>Create dedicated areas to allow variety of activities to take place simultaneously. Make more use of outdoor spaces.<br><br>Revamp timetable when COVID restrictions lifted to allow all year groups access. |   |

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|  | <p>early morning to lunchtime to allow identified vulnerable children easy access.</p> <p>Sports Crew – Year 5 children given chance to be trained in leadership to support KS1 children to become more active at playtime. Equipment and caps to help provide them with ownership and responsibility.</p> <p>Mini Sports Crew – Year 2 children selected to participate in training.</p> <p>Breakfast Club and After-School Club (Rascals) - training given to staff to increase level of physical activity participation of children attending these sessions.</p> | <p>£300</p> <p>£250</p> | <p>structured sessions allowing them to return to class more focused.</p> <p>Due to COVID this has been delayed but will be delivered in Summer Term.</p> <p>Due to COVID this has been delayed but will be delivered in Summer Term.</p> |  |
|--|--|-------------------------|---|--|

|   |  |  |  |                                 |
|---|--|--|--|---------------------------------|
| <b>Key indicator 2: The profile of PESSPA being raised across the school as a tool for whole school improvement</b> |  |  |  | Percentage of total allocation: |
|   |  |  |  | 17 % (£3435)                    |

| 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:   |
| School timetable to include 2 hours of quality PE teaching per year, utilising indoor and outdoor areas.<br><br>Ensure adequate and appropriate equipment is available to enable a varied selection of PE skills is covered. | Keep school timetable up to date to allow for 2hours of PE to be schedules in per year group.<br><br>Curriculum map to ensure rotation of PE skills across timetable to allow use of equipment safely during these times. |                    | All pupils active for 2 hours per week, online learning made use of Joe Wicks, Go Noodle.<br><br>Pupils gained skills, awareness of a variety of sporting areas which were progressive. | Review timetable and curriculum map to ensure focus allows adequate provision of teaching and progression of skills across the school. |

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| Employ a specialist swimming coach to provide all children access to a high level of water confidence instruction. | Identify year group requirements and keep up to date records of individual achievements to ensure extra provision targeted at appropriate levels by specialist coach.         | £815  | Swimming interrupted this year, however records used to identify most pressing needs to be fulfilled.   | Continue to record achievements and levels to ensure extra provision provided where necessary. |
| Ensure all PE achievements are given a high profile and celebrated regularly across the school.                    | All competitive events attended reported on by children and celebrated in assemblies and included in termly newsletters. Also visual display boards kept up to date.          |       | Virtual events reported on by children which have been celebrated on boards and in newsletters.   |  |
| Increase level of activity across the curriculum.  | Train a member of staff using Muddy Puddles training to nurture a curriculum that focuses on physical and mental wellbeing. Provide equipment to facilitate outdoor learning. | £2620 | Year groups starting to incorporate outdoor learning for individuals and whole class teaching.  | Complete training and disseminate to all staff.  |
| Increase level of activity during social times.  | CPD for all staff in OPAL to ensure all staff understand the importance of OPAL and its benefits for the whole school.  |       | Working group created, involving SLT, Governors, Play Team Members & Co-ordinator. Policies created. Due to COVID this has now been put on hold till Sept 2021. | Re-instate work on OPAL from September.  |

|   |  |                    |  |  |
|---|--|--------------------|--|--|
| <b>Key indicator 3: Increased confidence, knowledge and skills of all staff in teaching PE and sport</b>  |  |                    |  | Percentage of total allocation:          |
|   |  |                    |  | 5 % (1100)                               |
| <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>Provide a wide range of after school clubs to enable all children the opportunity to experience new skills and the chance to attend competitive sporting events.</p> | <p>After school clubs are varied across the school, to ensure pupils have the skills to attend inter-school competitions.</p>  | <p>£1290</p> | <p>Attendance is popular in all after-school clubs, with children keen to take part in competitive events.</p>  | <p>Number of children attending after-school clubs to be maintained or increased.</p>                                      |
| <p>Introduce different sporting opportunities.</p>  | <p>GSP provide additional clubs to introduce new sporting activities (Parkour).</p>  | <p>£600</p>  |   | <p>Provide via pupil voice, clubs to encourage those less active to participate.</p>                                       |
| <p>Additional achievements:<br/>Continue to utilise Forest School area across the school.</p>   | <p>Timetable Forest School provision to ensure all year groups have equal access.</p>  |              | <p>Due to COVID provision of this has been interrupted, to recommence in Summer Term.</p>   | <p>Keep records up to date to ensure broad range of experiences provided.</p>  |
| <p>Provide vulnerable children with a varied range of sport, accessible without use of additional equipment.</p>  | <p>Boxing provision via pre-recorded videos – made available to all year groups.<br/>Weekly extra-curricular virtual clubs provided for both KS1 &amp; KS2 children.</p> | <p>£200</p>  | <p>A variety of children who had not previously attended clubs were able to access the virtual activities. Many keen to help plan future session.</p>                                   | <p>Incorporate regular pupil voice to inform the planning of extra-curricular clubs.</p>                                   |
| <p>Making more use of our outdoor space during curriculum time to engage all children and provide a greater level of physical activity in their school day.</p>         | <p>Muddy Puddles – register on this programme, with one member of staff to gain qualification and organise and disseminate skills.</p>                                   | <p>£900</p>  | <p>More use of outdoor space starting to be incorporated into the curriculum. Individual children known to struggle with classroom learning seen to complete tasks with enthusiasm.</p> | <p>CPD for all staff to increase outdoor facilities regularly incorporated for all children throughout the curriculum.</p> |

| Key indicator 5: Increased participation in competitive sport   |   |  |   | Percentage of total allocation:  |
|---|---|--|---|--|
|   |   |  |   | 23 % (4615)  |
| 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:   |
| Intra competitions provided each term to enable all children an opportunity to experience competitive sport.<br><br>Enter as many inter competitions as possible to allow a large number of children to experience competitive sport in a variety of venues and situations.<br><br>Hold a Sports Day to include, and celebrate inter-house competition. | Termly intra sporting competitions held across the school.<br><br>Children are always keen to be part of these teams and with in-house staffing & transport the opportunity to take part is available to all children.<br><br>Whole school Sports Day, incorporating team medals. | £4540<br><br><br><br><br><br><br><br><br><br>£75 | Due to COVID the number of events were significantly reduced, though those events taking place involved several skill sections to compensate.<br><br>Due to COVID competitions were entered virtually.<br><br><br><br><br><br>All children enjoy this event, with year 6 taking a large leadership role during KS1 event. | Increase the number of children participating each year.<br><br>Identify children less active and look to set up local inter-school events where they can take part. |

|                 |  |
|-----------------|--|
| Signed off by   |  |
| Head Teacher:   |  |
| Date:           |  |
| Subject Leader: |  |
| Date:           |  |
| Governor:       |  |
| Date:           |  |

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Created by:  **association for Physical Education**  **Active Partnerships**  **YOUTH SPORT TRUST**

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