

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 2020/21	£4,218
Total amount allocated for 2021/22	£19,610
How much (if any) do you intend to carry over from this total fund into 2022/23?	£2,369
Total amount allocated for 2022/23	£19,610
Total amount of funding for 2022/23. To be spent and reported on by 31st July 2023.	£21,979

Swimming Data

Please report on your Swimming Data below.

Meeting national curriculum requirements for swimming and water safety. 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. 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	
What percentage of your current Year 6 cohort swim competently, confidently and proficiently over a distance of at least 25 metres? 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. Please see note above	87 %
What percentage of your current Year 6 cohort use a range of strokes effectively [for example, front crawl, backstroke and breaststroke]? Please see note above	87 %
What percentage of your current Year 6 cohort perform safe self-rescue in different water-based situations?	95 %
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?	Yes – employing a specialist swimming instructor to ensure all children are given every chance to gain water confidence.

	<p>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>	£250		
--	---	------	--	--

Key indicator 2: The profile of PESSPA being raised across the school as a tool for whole school improvement	Percentage of total allocation: 10 % (£2445)
---	---

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?:
<p>School timetable to include 2 hours of quality PE teaching per year, utilising indoor and outdoor areas.</p> <p>Ensure adequate and appropriate equipment is available to enable a varied selection of PE skills is covered.</p> <p>Employ a specialist swimming coach to provide all children access to a high level of water confidence instruction.</p>	<p>Keep school timetable up to date to allow for 2hours of PE to be schedules in per year group.</p> <p>Curriculum map to ensure rotation of PE skills across timetable to allow use of equipment safely during these times.</p> <p>Identify year group requirements and keep up to date records of individual achievements to ensure extra provision targeted at appropriate levels by specialist coach.</p>	£2445	<p>All pupils active for 2 hours per week, online learning made use of Joe Wicks, Go Noodle.</p> <p>Pupils gained skills, awareness of a variety of sporting areas which were progressive.</p> <p>70% of year 6 children attaining 25m at beginning of year, booster groups run to increase this level. 30% of yr 6 children offered booster sessions. 20% of yr 6 children offered life-saving</p> <p>Sustainability and suggested next steps:</p> <p>Review timetable and curriculum map to ensure focus allows adequate provision of teaching and progression of skills across the school.</p> <p>Continue to record achievements and levels to ensure extra provision provided where necessary.</p>

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.		techniques. Children keen to represent school at a competitive level	
Increase level of activity across the curriculum.	Member of staff trained in Muddy Puddles with whole school teacher training ensuring all year groups facilitate outdoor learning.		Year groups starting to incorporate outdoor learning for individuals and whole class teaching.	Continue observation to ensure consistent approach over school.
Increase level of activity during social times.	Educate parents in OPAL ethos, resource loose part play equipment.		Working group meet, involving SLT, Governors, Play Team Members & Co-ordinator. Policies created	

Key indicator 3: Increased confidence, knowledge and skills of all staff in teaching PE and sport				Percentage of total allocation:
				11 % (2600)
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:
Staff to be confident in delivering a high level of PE throughout the school.	Provide CPD (via team teaching with GSP) to teachers as required to develop and improve their skills and knowledge in sporting areas they are less well familiar with. Provide open session to allow all staff opportunity to observe good practise.	£2000	New teacher and via survey several of the newer teachers given CPD to increase confidence in specific sporting skills.	New knowledge to be shared within year groups and at staff meetings to upskill staff.

	<p>Provide all staff with access if wanted to all courses as they become available.</p> <p>OA resource cards added to enable all teachers opportunities to include OA in curriculum.</p> <p>Access to quality PE specialist help via YST membership & GSP membership.</p> <p>PE lead to attend conferences as they become available.</p>	£600		
--	--	------	--	--

Key indicator 4: Broader experience of a range of sports and activities offered to all pupils Percentage of total allocation:
32 % (7514)

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:
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.	After school clubs are varied across the school, to ensure pupils have the skills to attend inter-school competitions.	£3600	Attendance is popular in all after-school clubs, with children keen to take part in competitive events.	Number of children attending after-school clubs to be maintained or increased.
Provide equipment to provide children to develop leadership skills and wider knowledge of sports.	Scoring equipment for table tennis, clubs offered where KS2 able to learn skills and then run sessions for KS1.	£194		Provide via pupil voice, clubs to encourage those less active to participate.
Introduce different sporting opportunities.	GSP provide additional clubs to introduce new sporting activities (Parkour).	£600		Arrange Inspirational Visiting Athlete event to provide aspirational element to children's sporting participation.

<p>Additional achievements: Continue to utilise Forest School area across the school.</p> <p>Provide vulnerable children with a varied range of sport, accessible without use of additional equipment.</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>Timetable Forest School provision to ensure all year groups have equal access. Reception teachers to observe sessions to enable them to introduce FS within their curriculum.</p> <p>Boxing sessions 2 am sessions per week targeting vulnerable children, records kept of provision offered to ensure all are included.</p> <p>Muddy Puddles – all teachers to be trained.</p>	<p>£3120</p>	<p>Children focused, gaining confidence and learning about the environment.</p> <p>62.5% of PP children accessing extra-curricular activities. 56% of children on SEN register accessing extra-curricular activities.</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>Keep records up to date to ensure broad range of experiences provided.</p> <p>KS2 higher level of involvement than KS1(81%-23%pp, 63%-0% SEN), look to increase variety of KS1 opportunities.</p>
--	--	--------------	---	--

Key indicator 5: Increased participation in competitive sport				Percentage of total allocation:
				23 % (5050)
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.	Termly intra sporting competitions held across the school. Make these regular events and so record personal results in PE self-assessment books to allow children to view their progression over the years.		Children enjoy recording their personal achievements.	
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.	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.	£4540		Increase the number of children participating each year.
	Enter one team in all competitive MYG series.	£350		Identify children less active and look to set up local inter-school events where they can take part.
Hold a Sports Day to include, and celebrate inter-house competition.	Whole school Sports Day, incorporating team medals.	£160	All children enjoy this event, with year 6 taking a large leadership role during KS1 event.	

Signed off by	
Head Teacher:	
Date:	
Subject Leader:	

Date:	
Governor:	
Date:	