

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 2021/22	£0
Total amount allocated for 2021/22	£18,930
Total amount of funding for 2021/22. To be spent and reported on by 31st July 2022.	£18,930

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 2022. Please see note above	62%
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	32%
What percentage of your current Year 6 cohort perform safe self-rescue in different water-based situations?	40%
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

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: 2021/22		Total fund allocated: £18,930		Date Updated: 31.7.2022	
		Total spend: £18,930			
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					Percentage of total allocation: 27%
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 ensure that the quality of provision is matched with the quality of resources within the school.	Complete overhaul of existing resources to see what equipment needed replacing due to age/wear. Resources purchased to ensure that curriculum can be delivered appropriately. Playground resources also updated and replacements made.		£ 3850	The whole school has benefitted from new curriculum equipment. A large amount of the existing resources were in a poor condition and needed replacing. Pupils have greater respect for their equipment.	Resources are set for the coming year. Ensure that staff are aware of the new equipment.
To provide teachers with resources to plan and implement PE lessons with the schools chosen resource.	Annual licence of PE Pro portal.		£1250	Access PE Pro remains for teachers to access. Video clips of skills and planning is accessible.	Continue with the PE Pro programme.

Key indicator 2: The profile of PESSPA being raised across the school as a tool for whole school improvement				Percentage of total allocation: 12%
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 ensure that the profile of PE and sport continues to rise across the school.	Completion of the round of observations, questionnaire to staff to find areas of need, research providers to see what they can offer as enrichment and after school clubs.	£1,500	Observations complete. Questionnaire rolled out and collected. Meetings booked and completed with external providers, choices made and bookings fixed for the next academic year.	Support for new ECT in place,. Observation follow ups as a whole school. Support to be put into place as per responses to the questionnaire. PE lead has met with a number of sports providers and put provision in place for the coming year, including allocating day for enrichment sessions
To create a cool down/mindfulness/breakout area for pupils to use when involved in PE lessons or if pupils need time in a safe space.	During the pandemic and with a noted change in pupils returning, the school has identified the need for children to have a 'breakout' area that can be accessed during PE lessons.	£630	Pupils are able to independently access the space at certain times of the day/PE lessons to decompress. Staff are	This area will be utilised by PE and the SEN team.

Key indicator 3: Increased confidence, knowledge and skills of all staff in teaching PE and sport				Percentage of total allocation:
				24%
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 support a less confident staff in the delivery of PE using a 'coaching model' (specifically Athletics) though a 6 week unit of work.	Provision from PE lead as a CPD opportunity for Y4 teacher in Athletics.	£421	The Y4 teacher is now more confident in planning and teaching a unit of work. This will be a useful tool in planning other	All teachers to receive a questionnaire on how confident they feel in the delivery of the curriculum. This will include all aspects of the progression map. Ensure that there is focused mentoring for ECTs arriving in September 21 and to ensure staff in new year groups are supported and developed.
To raise the standard of teaching and learning with a focus on progression and achievement in lessons.	PE lead to observe teachers and provide feedback. Use PE pro lessons as the basis after its refresher earlier in the previous school year. **This is a continuation of observations from the previous academic year**	Costing included in PE lead salary	Feedback given to individual teachers. Once all observations have been completed feedback will be provided.	Drop-in sessions to see how teachers are implementing any necessary changes. Continue to look at the progression in each lesson and through PE .
To provide regular CPD for teachers to watch experienced sports coaches providing a variety of PE and sports. Teachers are provided with the opportunity to observe the sports coaches and take further time to reflect upon what they have learnt.	To provide several sessions per week of high quality CPD so the teachers can either watch or teach alongside the experienced sport coaches.	£4,122.20	Teachers have had CPD Sessions where they have been able to watch lessons on sport and gymnastics. These have been delivered by experience coaches. Teachers said they have more ideas for how to teach PE at the school.	Opportunity for this to continue and for teachers to go and see each other teach P.E. next year

Key indicator 4: Broader experience of a range of sports and activities offered to all pupils				Percentage of total allocation: 37%
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 opportunities for pupils to engage in non-curricular sports/activities as part of enrichment days.	PE lead to research and book opportunities in using a variety of local sports providers.	£1021.58	Pupils have been able to take part in a range of enrichment activities over the academic year. These activities are not linked to the curriculum and provide pupils with a different range of sporting activities.	Follow up with pupils to see what has been the most popular activity. Approach the provider/s to plan an after school club related to the popular choice.
To ensure that pupils get access to learning outside of the classroom environment	Use of a 'forest school' educator. Pupils have the opportunity to take their learning into the outdoors where nature, fire building and orienteering is a focus, combined with map reading skills	£4250	All pupils to have access to the forest school leader for 6 half a day sessions. Staff have seen an increase in concentration and a willingness to engage with nature.	Continuation for the next academic year. Pupils work on a annual rota basis with progression through the key stages.
To ensure all pupils in Y6 receive a focussed programme on health, diet and activity.	Focused mentoring programme delivered to Y6 with a focus on safer choices leading into adulthood	£1690	Pupils have a greater understanding of how lifestyle choices affect behaviour and health. As part of the programme pupils take part in a second hours session where they focus on teammanship through game play. This has promoted fair play and team cohesion.	Next academic year the programme will continue. Pupils will have a new focus in their programme called the 'Impact Project' which focuses on how mental health has been affected during the pandemic.

Key indicator 5: Increased participation in competitive 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:
To provide pupils with opportunities for school based competition.	Opportunities for intra competition have taken place within classes and year groups.	£0	Pupils have had the opportunity to lay with and against their peers this year. The profile of intra sport has been raised as a tool of competition.	To create a house team intra rota for pupils to engage in school based competition.

Signed off by	
Head Teacher:	Stuart Woodburn
Date:	July 2022
Subject Leader:	Lawrence Kupai
Date:	June 2022
Governor:	Fiona Westwood
Date:	July 2022