

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

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>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</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>	38%
<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>	37%
<p>What percentage of your current Year 6 cohort perform safe self-rescue in different water-based situations?</p>	23%
<p>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?</p>	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.

Academic Year: 2020/21		Total fund allocated:		Date Updated: January 2022	
<p>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</p>					Percentage of total allocation:
					%
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:
Select cohort to develop their leadership skills to actively promote and support wider opportunities at playtime for younger pupils	Young Leaders to plan and deliver at least 10 Intra-School competitions. Promote these through assembly and staff to assist in every child joining a team. New playground equipment to be purchased to encourage active lunchtimes		£2000	25 Y4 children trained as mini leaders 10 Y5 children trained as Bronze Ambassadors. Pupils are able to lead activities, assembly plans with new initiatives and construct reports.	Leaders to continue developing school sport, active playtimes. Allow pupil voice to now develop next steps with what the children want.
Increase the number of pupils who regularly engage in structured and informal play and PA opportunities within the school day.	Book midday supervisor training to allow them to have up to date training and support in the delivery of lunchtimes. Staff to then work with the Young Leaders and Mini Leaders in assisting them in providing Intra-school competitions and Personal Challenge opportunities.		None	EM met with middays to discuss PA lunchtimes.	Ensure midday supervisor training takes place.
All children to participate in new and familiar sports through Intra-School competitions.				Every child in school has taken part in at least 3 intra school events.	
To engage the inactive					

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Promote active travel to school	Use mini leaders and BYA to promote active lunchtimes.		90% of our children now walk, scoot or cycle.	
Remove the train structure on the Y3/4 playground	Use BYA travel ambassadors to promote active travel to and from school in assemblies. Link to school council with raising the profile.			
Purchase and install a new trim trail for the top playground	Allows for more playground/active play space.	None	Structure removed with new trim trail. Children are active on this every play and lunch.	
Work with the midday supervisors to plan and implement challenges to encourage children to be more active	Trim trail available for year groups during play and lunchtimes. Works in line with keeping children active and provides the opportunity for physical challenges			
	Use focus children groups to target inactive/confidence, self-esteem.	None part of the affiliation	This hasn't taken place due to staff absence and other reasons.	
Key indicator 2: The profile of PESSPA being raised across the school as a tool for whole school improvement				Percentage of total allocation:
				%
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:
<p>Increase number of young leaders within school.</p> <p>Launch school house system through linking pupil voice/school council and local sporting personalities.</p> <p>Attend a variety of different events across the academic year.</p> <p>Physical activity display</p>	<p>Train Mini Leaders within Y4.</p> <p>Run the real Leaders course again focused on targeted groups.</p> <p>Bronze Ambassador training</p> <p>Y5 and Y6 'This Girl Can' after school club to run.</p> <p>Plan and deliver a 'House' day whereby the names of the current houses are changed to more up to date sporting personalities allowing children to research them and carry out some alternative sports.</p> <p>Book and plan events, selecting children to attend suiting their needs and abilities.</p> <p>Display gives information on Intra-school tournaments, after school clubs, clubs lead by the young leaders, local clubs and links children can join. Children to take ownership of their</p>	<p>£</p>	<p>We now have 35 trained leaders with in school.</p> <p>35:198.</p> <p>School house system introduced for Sports Day which worked well. Pupils worked in mixed aged groups and abilities.</p>	<p>Further develop this leadership. Y6 transitioning to Y7.</p> <p>Use pupil voice to develop this within school across PE and the school culture to create house names, house captains and vice.</p>

<p>Mini leaders and BYA display</p> <p>Promote sporting news/achievements across school including what children achieve outside of school through the use of social media platforms.</p>	<p>playtimes and lunchtimes getting them more active. Advertise opportunities available/events/after school clubs/local club links offered to them.</p> <p>Display of Mini Leaders and BYA so that children know who they are and to give a sense of pride and responsibility to the younger leaders in school. Include photos of activities delivered with reports from BYA.</p> <p>Parents/carers able to see the events children are attending during and after school and also within PE lessons.</p>			
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Key indicator 3: Increased confidence, knowledge and skills of all staff in teaching PE and sport				Percentage of total allocation: %
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:
Increased staff knowledge, confidence and understanding of teaching and learning within the context of a broad and balanced PE curriculum.	PE Lead to conduct staff audits using CD learning nutrition to identify individualised areas for growth. Realistic targets set and shared responsibility. PE Lead to implement ongoing team teach model to provide one to one support for staff.	£200		

Further develop staff confidence in teaching	Use PE lead to team teach areas in which they lack confidence.	£200		
PE co to conduct staff audit through Create Development to assess individual strengths and areas for development.	PE co to model audit wheel and then target in support in areas necessary.			
<i>Pupils to access high quality gymnastics lessons to ensure a broad and balanced curriculum.</i>		£1000		
	<i>Teachers to access real Gym refresher training through Create Development Tutor. Purchase new gymnastic mats to support teaching and learning</i>	None		
Upskill staff through SHAPE CPD offer	Steer staff to CPD deemed relevant to their own needs and through affiliating for the next three years will ensure this support continues	£200		
PE co release time to support staff delivery.	PE coordinator to observe teaching and learning, giving constructive feedback to improve skills, knowledge and confidence of teaching staff.			

Key indicator 4: Broader experience of a range of sports and activities offered to all pupils Percentage of total allocation:

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	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?:

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consolidate through practice:				
To affiliate to SHAPE for the next year to ensure all children are able to access festivals and competitions	Using last year's underspend to affiliate to the SSP will enable high quality activities and events for children to access			
Provide a wide range of sports and activities after school for all pupils. (Holiday clubs, Jude, Karate, Trampolining, gymnastics, Boxercise and Dance – John Bell)		None part of affiliation		
More children accessing extra-curricular clubs through a broad and balanced timetable	Pupil voice collected through surveys to identify popular sports and activities that will encourage children to participate in after school clubs. PE lead to work with staff to plan an extensive after school offer.	Affiliation cost		
For children to experience a wide range of sporting events offered through SLP.	EM to plan with Year band leaders events offered and children selected.	Affiliation cost		
To offer a wide range of opportunities for all children	Book events/festivals for children and then select children most suitable based on 'personality types'.	Affiliation cost		

<p>To provide opportunities for every child to take their Bikeability Level 1,2 and 3.</p> <p>Young Leaders (Bronze Young Ambassadors, Health Ambassadors, Travel Smart) to provide a wide range of physical activity opportunities for every child.</p> <p>Additional achievements:</p>	<p>Work with Wheeley Fun Wheels to ensure Y3 and Y5/6 children have received either level 1/2/3 bikeability offer this academic year.</p> <p>Children received training through SHAPE to develop knowledge and skills needed to deliver.</p>	<p>Affiliation cost</p>		
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Key indicator 5: Increased participation in competitive sport				Percentage of total allocation:
				%
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:
Improved engagement of meaningful competitive opportunities for all children	<p>PE Lead to identify and match motivations and competencies of children with clear learning outcomes identified.</p> <p>Consideration given of partnership competition calendar and utilise the personality types framework to identify children to attend suitable events</p> <p>Links made to the CD wheel – areas of development highlighted and next steps known.</p> <p>All children within school to experience a festival and competition within school</p>	£ Affiliation		

Signed off by	
Head Teacher:	D Shaw
Date:	Jan 2022
Subject Leader:	E McKinnon
Date:	Jan 2022
Governor:	
Date:	