

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	£7,564
Total amount allocated for 2021/22	£17,140
How much (if any) do you intend to carry over from this total fund into 2022/23?	£5,391
Total amount allocated for 2021/22	£24,704

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 2021. Please see note above	%40
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	%0
What percentage of your current Year 6 cohort perform safe self-rescue in different water-based situations?	%0
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: 2020/21		Total fund allocated:		Date Updated:	
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: 2%
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 our learners engaged in a sensory based curriculum that are not able to access subject specific P.E sessions are physically active and have appropriate resources (which may be used in a classroom environment) with which to progress their physical development.	Purchase P.E equipment which is appropriate for use by sensory students and is appropriate for use in classrooms for those students not able to access lessons in the school hall.		£500	Students who were previously unable to engage in appropriate physical activity are now enabled to access P.E at a sensory level.	Physical development to be included in the development of the engagement curriculum.
Key indicator 2: The profile of PESSPA being raised across the school as a tool for whole school improvement					Percentage of total allocation: 4%
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 children to learn to ride a bike by the time they leave primary school.	Provide new cycling equipment for the Early Years to begin cycling skills in the school earlier.	£900	Early years children are able to improve their physical development by using pedal or push operated bikes and trikes.	Explore the possibility of pupils achieving bikeability awards at the end of KS2.
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Key indicator 3: Increased confidence, knowledge and skills of all staff in teaching PE and sport	Percentage of total allocation:
	72%

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?:
Membership subscription to AFPE to provide CPD support to our P.E lead who is new to post.	Subscribe to AFPE	£180	P.E lead has accessed the resources to support their P.E planning and curriculum development.
Employment of a specialist P.E and outdoor Ed HLTA to support the teaching of P.E and the development of the P.E curriculum.	Employ P.E HLTA	£17,500	Outdoor ed opportunities have been extended with the employment of an outdoor ed teacher. P.E is taught by experienced staff which has improved the quality of provision and allowed for other staff to observe good practise.

Key indicator 4: Broader experience of a range of sports and activities offered to all pupils	Percentage of total allocation:
	0.25%

Intent	Implementation	Impact	
Your school focus should be clear what you want the pupils to know	Make sure your actions to achieve are linked to your	Funding allocated:	Evidence of impact: what do pupils now know and what
			Sustainability and suggested next steps:

and be able to do and about what they need to learn and to consolidate through practice:	intentions:		can they now do? What has changed?	
<p>Additional achievements:</p> <p>Expansion of physical activities offer during playtimes.</p>	<p>Purchase of sporting equipment to be used at playtimes to encourage physical development, activity and interaction with peers whilst playing sporting games.</p>	<p>£66</p>	<p>The students are more active and engaged in team sports at lunch times, increasing their physical activity levels.</p>	<p>Continue to expand lunch physical activity offer.</p>

Key indicator 5: Increased participation in competitive sport				Percentage of total allocation:
				0.75%
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:
Swimming lessons from an instructor to develop swimmers capable of competing in special school swimming competitions.	Hire of a swimming instructor and pool.	£166	KS2 students are swimming regularly and engaging in structured swimming lessons at a local swimming pool.	Continue to provide swimming lessons for KS2 students to increase the number of pupils able to swim safely.

Signed off by	
Head Teacher:	Katy Bradley
Date:	30.05. 2021
Subject Leader:	Grant Vaughan-Atkins
Date:	30.05. 2021
Governor:	Steve Finnimore
Date:	30.05. 2021