

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 | £0 |
| Total amount allocated for 2020/21 | £18,700 |
| How much (if any) do you intend to carry over from this total fund into 2021/22? | £0 |
| Overspend for this year | £12,172.97 taken out of learning resource fund |
| Total amount allocated for 2021/22 | £19,040 |
| Total amount of funding for 2021/22. To be spent and reported on by 31st July 2022. | £19,040 |

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>As swimming pools have not been taking bookings for this year, we have been unable to take the children to swimming lessons.</p> <p>Swimming provision taken from year 4 grading.</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> | <p>31%</p> |
| <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> | <p>25%</p> |
| <p>What percentage of your current Year 6 cohort perform safe self-rescue in different water-based situations?</p> | <p>12%</p> |
| <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> | <p>No</p> |

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: £18,700 | | Date Updated: 19/07/2021 | |
|--|---|-------------------------------|--|---|--|
| 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: 56.9% |
| 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: |
| Increasing participation during break and lunch times through the use of active play. | Creating a new adventure playground that will enhance and develop children's agility, balance and co-ordination and provide challenge for children of all ages throughout the school. | | £14,892.52 Plus additional £2550 from learning resource fund Total – 17,442.52 | Increased gross motor skills, which can also develop fine motor skills such as handwriting. | Ensure the adventure playground is safe and used appropriately to avoid injury. Look at improving ways to keep children active at break and lunch times. |
| Promoting physical activity beyond Physical Education lessons. | Along with our purchase last year for EYFS manual tricycle bikes we have invested in road safety set which helps give the children direction, understand basic traffic laws and priority at zebra crossings, which will benefit the children in later life. | | £135.00 | Pupils can now operate bikes, which helps them gain confidence in later years to be able to ride a bike. Implementing the bikes has developed the children's gross motor skills, which has had a positive impact on their ability in PE lessons. Programmes such as Bikeability support the children in later | Check the progress of children being able to ride a bike by the time they reach key stage 2 when bike ability offer level 1 and level 2 courses to the children. |

Created by:



Supported by:



| | | | | |
|---------------------------------|---|---------|--|---|
| | | | years. | |
| Promoting gross motor movement. | We have provided storage boxes that house beanbags, balls and bats which allow the children to independently access the resources and take responsibility for looking after and putting back equipment. | £926.00 | Children are more independent and teach them the responsibility of looking after pieces of equipment. Children understand how to handle certain pieces of equipment, which helps develop gross and fine motor movements. | Provide further activities and games where children take the initiative of their own learning and are responsible for the resources provided. |

| | |
|---|---------------------------------|
| Key indicator 2: The profile of PESSPA being raised across the school as a tool for whole school improvement | Percentage of total allocation: |
| | 39.4% |

| 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: |
| Increasing participation through breakfast club provision. | Offering a 30-minute sports session with the children from breakfast club which looks to improve skills and develop competition. | £1,250 | Children's attitude to PE and sport has improved with most being linked towards our after school provision. | Changing sports every day to give children variety and use of different skills that will help with PE and after school clubs. |
| To offer children a range of sporting activities outside of school hours. | To raise the profile of sport within the school by offering a vast range of free clubs to the children including alternative sports not played during curriculum time. | £10,922.97 Overspend taken out of learning resource fund | After changing the implementation of the after school programme we saw 40% of the whole school attend our after school clubs on the first half term which then increased to 49% for the 2 nd half term. | Once restrictions ease look at restructuring after school clubs to pre-covid format while changing after school clubs every half term to peak interest. |

| | |
|--|---------------------------------|
| Key indicator 3: Increased confidence, knowledge and skills of all staff in teaching PE and 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: |
| | | | | |
| Key indicator 4: Broader experience of a range of sports and activities offered to all pupils | | | | Percentage of total allocation: 0.4% |
| 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: |
| To increase knowledge of sports and increase confidence. To broaden the accessibility of all sports by reaching out to different interests. New and adapted curriculum to ensure learning journey covers a broadened variety of skills across different types of sports and activities. | Providing sports equipment that can be used during break, lunchtimes, after school clubs and beyond. | £121.00 | Changes made to the curriculum to cover adapted sports, children are directed to our after school provision for further engagement. Once competitions renew engaging more children into competitive situations. | Look at entering more competitions that are organised and local, so children can enjoy competitive sport. |

| Key indicator 5: Increased participation in competitive sport | | | | Percentage of total allocation: |
|---|--|--------------------|---|---|
| | | | | 0.2% |
| 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 give children the opportunity to practice, prepare and perform with equipment used at competitions externally and internally. | Providing equipment similar or the same as equipment used at competitions. | £75.48 | Children were more confident in using official equipment needed for events. Children were able to understand rules and tactics in games. Children were able to compete in intra house competitions. Children were able to identify and use equipment appropriately at internal events. | Ensure that equipment is used appropriately and keep providing further activities for the children to be more confident with. |