

# 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](http://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](#).

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## Details with regard to funding

Please complete the table below.

Total amount carried over from 2019/20	£0
Total amount allocated for 2020/21	£0
How much (if any) do you intend to carry over from this total fund into 2021/22?	£0
Total amount allocated for 2021/22	£17,420.00
Total amount of funding for 2021/22. To be spent and reported on by 31st July 2022.	£17,420.00

## 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><b>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</b></p>	0
<p>What percentage of your current Year 6 cohort swim competently, confidently and proficiently over a distance of at least 25 metres?</p> <p><b>N.B.</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>	0%
<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>	0%
<p><b>What percentage of your current Year 6 cohort perform safe self-rescue in different water-based situations?</b></p>	0%
<p>Schools can choose to use the Primary PE and sport premium to provide additional provision for swimming but this must be for activity <b>over and above</b> 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: 2021/22	Total fund allocated:	Date Updated:		
<b>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</b>			Percentage of total allocation:	
			34%	
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>Support all pupils regardless of SEND need to take part in PE activities and physical sessions daily.</p> <p>Active participation through varied and stimulating resources to support coordination and movement development.</p> <p>All pupils are highly engaged in their active sessions and demonstrate independent participation.</p> <p>Increase the sporting opportunities that are available for our pupils to access.</p>	<ul style="list-style-type: none"> <li>• Delivery of a stimulating and engaging PE curriculum focused on key skills accessible at each pupils level of development.</li> <li>• Develop the use of good quality teaching and learning resources that stimulate pupils interest and develop their individual gross motor skills.</li> <li>• Increase access to age-appropriate physical resources, such as bikes and scooters.</li> <li>• Challenge pupils to take part in new physical experiences and increase types of sports they have access too.</li> <li>• Facilitate the delivery of and access to sporting activities pupils would previously not normally have access too.</li> <li>• Sensory regulation is available in all classes and pupils using</li> </ul>	£6000.00	<p>Pupil's gross motor skills are becoming increasingly coordinated, seen during learning walks/ assessment evidence.</p> <p>Pupils have had increased access to a variety of different physical and sporting experiences in comparison to previous year, seen on calendar.</p> <p>Pupils level of independence and engagement in physical activities has risen as a result of the stimulating resources been used, demonstrated through pupil voice.</p>	<p>Continue to ensure a broad range of physical activities are available to the pupils over time.</p> <p>Development of multi-skills clubs during the school day in unstructured times.</p>

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	with increased level of independence.			
<b>Key indicator 2: The profile of PESSPA being raised across the school as a tool for whole school improvement</b>				Percentage of total allocation: 7%
<b>Intent</b>	<b>Implementation</b>		<b>Impact</b>	
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:
Increase number of social media posts and sport related experiences to raise the profile of sports, particularly non-traditional sports. To develop pupils interests in alternative sports and physical experiences to promote healthy lifestyles post-Covid. Increase awareness of disability sports with Parents and Carers to promote ongoing healthy lifestyles outside of school.	Share sporting experiences and events on social media page. Ensure pupils have access to a range of non-traditional sporting experiences inside and outside of school to promote pupil interests. All classes throughout the year to access disability sports tuition as part of the curriculum.	£1220	Pupils are talking more about the different sporting experiences they have accessed. Pupil voice sharing personal goals and developments.	Increase the availability of specialised coaches and teams in school moving towards the coming academic year.

<b>Key indicator 3: Increased confidence, knowledge and skills of all staff in teaching PE and sport</b>				Percentage of total allocation: 17%
<b>Intent</b>	<b>Implementation</b>		<b>Impact</b>	
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?:	Sustainability and suggested next steps:

consolidate through practice: Provide high quality training and instruction to staff to support and develop their own teaching practice. To increase the accessibility to specialist physical therapies and instruction delivered by staff, such as Rebound therapy. Increase staff confidence in the delivery of the PE curriculum and increase involvement in competitive physical activities. Develop increased collaborative practice to support all staff PE pedagogy development.	<ul style="list-style-type: none"> <li>• Increase the number of staff trained in the delivery of Rebound Therapy to ensure greater access by pupils across school.</li> <li>• Release staff to develop collaborative working and support teaching when Covid restrictions allows.</li> </ul>	£3000	Increasing number of pupils able to access rebound therapy due to increased numbers of trained staff to run sessions. Increased number of teams for pupils to access once demonstrating skill achievement in that area.	Develop cross class working so pupils from across classes can join appropriate PE and therapy sessions appropriate to their interests and needs.
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**Key indicator 4: Broader experience of a range of sports and activities offered to all pupils** Percentage of total allocation: 40%

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:
Increase the level of resources available to ensure well resources PE sessions with engaging and stimulating equipment. All Key Stage 2 pupils able to access swimming education and promote water safety techniques. Increase the availability and accessibility of traditional and non-traditional sporting experiences across school in post-Covid	Provide a wide range of sporting experiences, such as hippotherapy, swimming, sensory integration, cycling, football and other experiences to encourage increased physical activity throughout school. Source transport to be able to access sporting events and experiences. Gain pupil voice on their preferred sports they would like to try and provide opportunities to	£7720	Children accessed horse riding to develop their fundamental skills in a range of different classes. This has supported with physical development, sensory integration, independence and confidence through a sport that we are able to offer within school. Pupils have developed greater interests in physical activities, demonstrated through their pupil voice and progress evidence. Pupils gain confidence and skills at	To track the skill development of the pupils accessing hippotherapy over time, creating portfolios of achievements. Increase the range of accessible sports on offer in the post Covid climate. Celebrate the achievements of individuals in specific sporting areas.

<p>environment.</p> <p>Additional achievements: All pupils have accessed an enrichment sporting experience to broaden their experiences of physical activities.</p>	<p>experience where available.</p>		<p>a range of sports.</p>	
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Key indicator 5: Increased participation in competitive sport				Percentage of total allocation:
				1%
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 training in football coaching to staff to deliver specific football coaching to groups of pupils to develop a school team. Support pupils to take part in competitive football matches and develop team spirit.	When possible increase the number of cross class sporting activities to facilitate mixing and skill development post-Covid.	£200	Due to local Covid rates, pupil and staff mixing has remained reduced, in part linked to the cross authority intake of our pupils. Support in school to develop football competitively so when restrictions allows outside games can take place. Pupil voice to demonstrate pupils interest and love of the sport.	Develop regular training opportunities for Football through team sport with local area and cross-trust schools.

Signed off by	
Head Teacher:	Graeme Musson
Date:	Spring 2022
Subject Leader:	Claire Knowles
Date:	
Governor:	
Date:	