

# 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](#).



Created by:



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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  | £19512 |
| How much (if any) do you intend to carry over from this total fund into 2021/22?    | £6000  |
| Total amount allocated for 2021/22  | £25500 |
| Total amount of funding for 2021/22. To be spent and reported on by 31st July 2022. | £19500 |

## 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> |                |
| <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>  | 20%            |
| <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>  | 20%            |
| <p><b>What percentage of your current Year 6 cohort perform safe self-rescue in different water-based situations?</b></p>  | 20%            |
| <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>   | Yes/ <b>No</b> |

## 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: £16,000   |   | Date Updated: Sept 2021 |  |
|--|--|---|---|-------------------------|--|
| <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:  |
|  |  |   |   |                         | %  |
| 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:   |
|  | <ul style="list-style-type: none"> <li>-Dedicated member of staff to cover PE lessons</li> <li>-PE clubs start straight away</li> <li>-Revamp daily mile</li> <li>-Audit lunchtimes through Better Lunchtime accreditation</li> <li>-Active playtimes started through training of TA's</li> <li>-Investment in equipment being purchased</li> <li>-Adult to support in playground with delivery and running of activities</li> </ul> | <ul style="list-style-type: none"> <li>£5,000 per term</li> <li>£2500</li> <li>£1,000 equipment</li> <li>£2000</li> </ul> | <ul style="list-style-type: none"> <li>Lunchtimes have zoned areas. Children report they enjoy the choices more. Children have choice of physical activity they can take part in.</li> <li>Staff are trained how to run zone areas</li> </ul> |                         | <ul style="list-style-type: none"> <li>Review zones through school council.</li> <li>Monitor training needs for staff.</li> <li>Monitor resources and audit each half term.</li> <li>Review of adult support showed that it was beneficial to have adult leaders managing the playground zone. Will continue next year.</li> </ul> |
| <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:  |
|  |  |   |   |                         | %  |
| 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:  |
|   | -SSCO to run Sports Leaders training for Yr 6 and Year 5 (Summer)<br>-Yr 6/Yr 5 the lead Sports Day for KS 1 and EYFS (Summer)<br><br>Whole school training in First Aid for all pupils.<br><br>Purchase of WOW Travel Tracker | £4500 buy in for SSCO participation<br><br>£1500 | Dedicated time to PE. Not lost with other subjects.<br>Year 6 support Year 1 during lunchtimes transition in September. Known as Howard Helpers. Support with Physical Activity in zones<br><br>Encourage KS2 to walk to school and have active journeys | Continue to find opportunities for Year 6 to run sessions using their training<br><br>Good opportunity for pupils to learn basic First Aid and feel confident in age appropriate First Aid training (inc CPR for Year 6)<br>Continue to have coordinated approach and role out to KS1 |

|   |   |  |   |   |
|---|---|--|---|---|
| <b>Key indicator 3: Increased confidence, knowledge and skills of all staff in teaching PE and sport</b>  |   |  |   | Percentage of total allocation:   |
|   |   |  |   | %   |
| <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:                                    |
|   | -SSCO to run staff meeting to develop staff CPD<br>-Purchase Jasmine SoW to support staff<br>-PE Coordinator to run staff meeting<br>-PE coordinator to observe lessons | £4500 buy in for SSCO participation<br><br>£175 per day<br>Release time for PE coordinator | Staff feel more confident after using Jasmine and staff meetings. More time dedicated to PE and not 'forgotten' about.<br>Dedicated time to PE. Not lost with other subjects.<br>New staff inc ECT are trained in | ECT feels confident and new members of staff use Jasmine during PE lessons. |

|   | with support of the DHT   | to observe lessons/plan staff meetings | using and running PE sessions.   |   |
|---|---|--|--|---|
| <b>Key indicator 4: Broader experience of a range of sports and activities offered to all pupils</b>  |   |  |  | Percentage of total allocation:   |
|   |   |  |  |   |
| <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:  |
| Additional achievements:  | -Audit of sports on offer in curriculum time as well as those available as after school clubs.<br>-Liaise with SSCO to provide additional opportunities across all year groups throughout the year of sports that would not readily be available<br>SSCO to provide resources and equipment<br>Links with different sporting clubs created providing wider opportunities in school<br>Links to outside clubs for 1 off PE sessions in new sports funded through Grant (gymnastics/tennis etc) | £4500 buy in for SSCO participation    | More children have experienced a wider range of sports and activities.<br>More children know a wider variety of sports and the basic rules<br>SSCO ran Sports day for KS2 with a range of Sports not completed in PE lessons<br>Links to Commonwealth Games activities and focus on sports that are in Commonwealths Games | -Continue to work alongside SSCO to provide inter and intra competitions in a range of sports.<br>Continue to look to the community to offer a wider variety of sports and create links with clubs. |

| 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: |
| Increase the number of children participating the competitive sport   | -Audit of all pupils who participate in OSHL. Target children who have no OSHL opportunities to take part in competitions organised by SSCO.<br>-Participate in all offers from the SSCO<br><br>Link to tennis club and opportunity for Year 3 to compete in coaching and matches in Tennis | £4500 buy in for SSCO participation<br>£175 per day for cover of a teacher to help transport children<br><br>£600 coach hire | Not able to be completed due to school closure   | Buy into the SSCO scheme repeatedly      |

|                 |                   |
|-----------------|-------------------|
| Signed off by   |                   |
| Head Teacher:   | Jackie De Saulles |
| Date:           | 22/08/22          |
| Subject Leader: | Jo Handley        |
| Date:           | 22/08/22          |
| Governor:       | John Robinson     |
| Date:           | 22/08/22          |