

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](#).



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 | £17,830 |
| How much (if any) do you intend to carry over from this total fund into 2021/22? | £5000 – earmarked for greater interschool competition attendance. |
| Total amount allocated for 2021/22 | £TBC |
| Total amount of funding for 2021/22. To be spent and reported on by 31st July 2022. | £TBC |

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> | Discussed through presentation – not practically performed or practiced. |
| <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> | 35% |
| <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> | 25% |
| <p>What percentage of your current Year 6 cohort perform safe self-rescue in different water-based situations?</p> | At least 25% |

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/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: | |
|---|--|--|--|--------------------|--|
| Key indicator 1: The engagement of all 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: |
| | | | | | 35% |
| 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?: |
| Lunch time play to include active learning and improved activity levels every day for every pupil. | | Employment of 2 dedicated qualified coaches to work throughout every lunchtime including equipment as appropriate. | | £6,060 | Deepened interest in sports and activities (including football, skipping and running races). Children wanting to take part in their active time. |
| Broadening opportunities for independent play for EY and KS1 | | Introduction of Year Group kit boxes for children to experiment with to design their own games. | | £200 | Improved confidence and independence of EY and KS1 children both during PE lessons and free play. |
| Key indicator 2: The profile of PESSPA being raised across the school as a tool for whole school improvement | | | | | Percentage of total allocation: |
| | | | | | 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?: |
| | | | | | |
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|---|--|------|---|---|
| Introduction of new sports and community involvement. | Introduction of Tag Rugby across the whole school, as well as linking to local clubs. | £600 | Whole school understanding of the values of rugby and many of the transferable individual skills. Also an increase in enthusiasm for new team sports. | Links with clubs and kit will continue to exist moving forward, with hopes of strengthening skills and abilities moving forwards. |
| | Introduction of Karate to a target year group (Year 2) and opportunity to work towards NGB qualification (red stripe belt) | £940 | Professional external coach(es), correct equipment and licences. | Some children have expressed interest in joining external club. Behaviour and focus across the curriculum has improved since the start of the sessions. |

Key indicator 3: Increased confidence, knowledge and skills of all staff in teaching PE and sport

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?: |
| Continuation of coaching qualifications worked towards during the previous academic year, alongside further online CPD to improve the teaching in all PE lessons. | Working toward Levels 1&2 Swimming, and online England Rugby coach CPD. | £800 | Initial work on Tag Rugby sessions has been improved following initial training. No swimming yet taken place, so no comment available as yet. |

Sustainability and suggested next steps:

Skills of staff to continue to develop.

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

Percentage of total allocation:

22%

| 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>Introduction of broad concepts and interesting movement patterns.</p> <p>Additional achievements: See Key indicator 2 – both concepts working in tandem with one another.</p> | <p>Specialist Dance teaching to enrich learning and allow children to be exposed to a more complex range of sports.</p> | <p>£4,000</p> | <p>Children can talk more passionately and with greater interest about both dance and acrobatic routines and skills.</p> | <p>Continued progression into next year (reduced impact this year due to term length and lockdown).</p> |
|--|---|---------------|--|---|

| 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: |
| Attendance of interschool (Academy) football event. Personal challenge and other intraschool events. | Children to experience competition at an appropriate level to develop understanding of winning, losing and taking part. Utilising the School Games values as a guide. | £230 | Anecdotal evidence from children, families and staff of experiences and personal impact. | Continued development of all children with broad experiences in a range of contexts – both inter and intra school events. |

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| Signed off by | |
| Head Teacher: | SByrne |
| Date: | September 2021 |
| Subject Leader: | Jane Towey |
| Date: | 30 th July 2021 |