

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](https://www.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	£ 18,370
How much (if any) do you intend to carry over from this total fund into 2021/22?	£ 3,642
Total amount allocated for 2021/22	£ 18,245
Total amount of funding for 2021/22. To be spent and reported on by 31st July 2022.	£ 21.887

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 2020. Please see note above	37%
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	37%
What percentage of your current Year 6 cohort perform safe self-rescue in different water-based situations?	37%
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?	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: 2021-2022		Total fund allocated: £21,887		Date Updated: July 2021	
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:
					15%
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?:
To provide each child with a timetabled lesson of PE once a week		SLT and teachers to develop a timetable which ensure the children have 1 PE session a week.		No cost	All children from Nursery to Y6 have accessed a timetabled lesson once a week. Attainment and progress of skills evidenced by teachers.
To build in opportunities within the classroom to encourage movement and mindfulness.		To re-subscribe to 5-a-day Fitness Monitor the use of this across all key stages.		£800	Evidence of use in KS1 daily, across KS2 intermittently
Provide opportunities for children to participate in extra-curricular activities		After school clubs to be identified early in September. Some after school clubs linked to up-coming events so children are prepared well.		£1175	Clubs run for KS1 to UKS2 Competitions and events accessed across school from KS1 to UKS2. SEN, PP, G/B and EAL children have accessed competitions
Provide an incentive to encourage children to be active outside of school		Put in place a WOW scheme - Walk once a week to school. Children are rewarded for walking to school once a week across a month.		£1200	Whole school skipping day with 'Dan the Skipping Man' completed. Children from across the school (N-Y6) purchased skipping ropes to take home. School also purchased additional ropes for in school to promote.
Key indicator 2: The profile of PESSPA being raised across the school as a tool for whole school improvement					Percentage of total allocation:
					26%
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		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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consolidate through practice:				
To teach the children skills that can be transferred across sports	Purchase Complete PE as a scheme to be used across school. Curriculum mapper tool to be used to identify a LTP for 2021-2022	£2145.00 SLA - £1375	Skills being taught which have been applied at competitions and festivals. Successful outcomes at events and festivals Feedback taken from teachers in order to update the LTP for 2022-2023	LTP updated based upon feedback. Future amendments may be made based on festivals and events. Continue to monitor across the academic year.
To participate in competitions and festivals (between schools) To work cooperatively within school	PE lead to sign up to the SLA and identify the competitions and festivals which will be entered prior to the start of the academic year. These are to be spread across the year.		Festivals entered across all 6 terms. School awarded the Bronze Sainsbury's Kitemark award for participation.	Identify in the Autumn term festivals which will be entered across the year. Work with the local SSP to identify gaps in application and aim to achieve Silver award in 2022-2023
To begin to develop leadership skills	To develop a playmakers scheme across the year.	£100		
To begin to develop leadership skills	To sign up to the 'playmakers' leadership scheme through the SSP - when the opportunity arises. Work alongside the SENCO to re-start the playground buddy system.		Playground Pals training signed up to in the Summer term. Training completed by a carefully selected group of Y4 children. To lead playground sessions next academic year.	Assign an adult to work with the 'playmakers' in Y5, using their training to develop a lunchtime programme of activities spread across the week. Sign up to this training for the following year.
To have an impact upon reading in school	PE lead to make links with local sporting role models, local clubs. Link to reading, individuals to read with groups of children and link with using the school library. Purchase books linked to PE	£2000	Groups of children including SEN, PP, G/B and EAL children have accessed competitions and events including football, leadership, team building and participation events.	Monitor the end of year data for 2021-2022, identifying groups underachieving.
To target underachieving groups within school (Gender)	PE lead to identify gender groups across school under achieving in RWM. Target these children through extra-curricular activities and links with local role models as mentioned above. PE lead to track the participation and academic progress of these children.		Books ordered across classes and school.	

Key indicator 3: Increased confidence, knowledge and skills of all staff in teaching PE and sport				Percentage of total allocation:
				0.43%
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 remain up-to-date with the latest research and developments in the PE curriculum.	Re-subscribe to the AfPE	£95	Subscribed and kept up to date through the Complete PE	Work with staff to timetable to ensure our children are

To ensure staff understand, can navigate and confidently deliver the PE curriculum.	PE lead to lead staff meetings with all staff whomight teach PE - introduce the the scheme, outdoor activity. Ongoing monitoring of the delivery of the scheme.	Included in the cost of the scheme	scheme.	active both inside and outside of the school environment.
To ensure staff understand the way in which we should assess the abilities of children.	PE lead to lead a staff meeting to share with staff how we assess children using Complete PE	Included in the cost of the scheme	Staff meetings for assessment – all staff have taught PE this academic year so could confidently make judgements	
Key indicator 4: Broader experience of a range of sports and activities offered to all pupils				Percentage of total allocation:
				36%
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 provide a PE curriculum which is broad in coverage	PE lead to purchase Complete PE as a scheme to be used across all key stages. Use the curriculum mapper to create a LTP. PE lead to ensure that all aspects opf the curriculum are covered including outdoor and adventure.	Cost already included	All aspects of the curriculum covered in the LTP saved to the school website. To be updated annually.	LTP amended in August 2022, ensuring coverage of all aspects of the curriculum. Ongoing amendments may be made as the year progresses.
To provide opportunities for children to participate in extra-curricular activities	Extra-curricular activities identified by the PE lead, linked to upcoming festivals and competitions.	Cost already included	Festivals, events and additional opportunities accessed including clubs, whole school skipping initiative and between school festivals. Achieved the Bronze Sainsbury's Kitemark Award	Continue to offer extra-curricular activities, particularly inclusive to those considered 'non-sporty'
To participate in additional sporting opportunities through the local SSP	Liase with the local SSP and sign up to additional sporting opportunities provided by external coaches	£1500	Opportunities accessed for girls football and 'non-sporty' children in participation events.	Continue to work with the local SSP to continually develop and access additional opportunities. Work with SSP to aim or Silver Kitemark Award 2022-2023
To ensure that children can handle equipment and are well-prepared for festivals and competitions.	PE lead to complete an up-to-date audit of PE equipment we have. Identify what we need to be able to follow. Complete PE Audit Identify what we already have - from the audit identify	£5500	New equipment purchased across the year to ensure all units of the PE scheme and extra-curricular clubs could run. Staff views taken in the Summer term as to additional equipment needed. Both individual and team successes at events and festivals as our children were familiar with the equipment and formats of events.	Additional equipment identified from teacher feedback. Complete audit of equipment during the year and order as appropriate.

	what we need to purchase			
	Contingency	£1000		

Key indicator 5: Increased participation in competitive sport				Percentage of total allocation:
				22.8%
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>To enter at least 2 competitions each term</p> <p>To introduce children in KS1 to festivals</p> <p>To provide opportunities for children with SEND to enter competitions or festivals</p> <p>To introduce the children to competitions within school</p> <p>To develop an understanding of characteristics and traits needed to be successful in sporting activities</p>	<p>PE lead to identify which competitions and festivals the school will enter prior to the start of the academic year. Staff to be made aware.</p> <p>Where opportunities for KS1 children arise, PE lead to ensure these are entered in addition to the 2 per term.</p> <p>PE lead to be aware of children with SEND across school. PE lead to liaise with teachers when events arise for children with SEND PE lead to keep a track of when children with SEND participate in events</p> <p>PE lead to organise inter-house events within school.</p> <p>PE lead to purchase MyPB as part of the Complete PE scheme. Share this with staff and discuss how this can be used within lessons - prior to/during/after. Monitor the ongoing use of MyPB.</p> <p>Celebrate children who use these traits during festivals, competitions and lessons - certificate system.</p> <p>Contingency</p>	<p>£3397 (transport)</p> <p>Cost included previously</p> <p>£600</p> <p>£1000</p>	<p>A variety of events and competitions entered for all classes from Year 1 – Year 6. Evidence of SEN children participating well.</p> <p>Year 1 and Year 2 – balance and agility, multiskills and quadkids. All possible KS1 events entered and attended.</p> <p>SEND children across Years 1-6 accessed at least 1 event across the year.</p>	<p>Liaise with local SSP and enter festivals and competitions across the year.</p> <p>Continue to enter events for KS1 children. Aim to enter reception children into events later in the academic year or when the opportunities arise.</p> <p>Continue to monitor participation of SEN children in festivals and events across the year. Liaise with individual staff as to whether SEND children should be entered into events.</p> <p>Organise 1 inter-house event per term.</p> <p>Participation as well as winners certificates given to children after events. Successes celebrated in reward assembly at the end of the week. Begin to blog about the events attended.</p>

Signed off by	
Head Teacher:	 Rebecca Pavey
Date:	24/09/21
Subject Leader:	Charlie Johnson
Date:	24/09/21
Governor:	
Date:	