

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](#).

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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	£19460
How much (if any) do you intend to carry over from this total fund into 2021/22?	£0
Total amount allocated for 2021/22	£19450
Total amount of funding for 2021/22. To be spent and reported on by 31st July 2022.	£19450

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 2021. Please see note above	87%
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	67%
What percentage of your current Year 6 cohort perform safe self-rescue in different water-based situations?	97%
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/ <u>No</u>

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: 10.7.22	
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: 23%
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:
Daily mile integrated into the curriculum for all KS2 staff. Daily mile will have a 30 min space on every class's timetable.	Daily mile discussed with SLT at the beginning of year to be a focus amongst staff. Staff needed to dedicate every Monday to ensure 30 mins of DM or physical activity has happened.	£0	Children are all familiar with the DM. Ch enjoy coming out of class to do this. They have shown that they can complete the DM in a variety of ways, e.g running, walking, skipping.	Teachers have seen the impact of the DM. Next year, the freedom to complete the DM will be when best suits the class, where and when it is most needed.
Dan the skipping man invited into school to create a positive approach to the 30 active minutes. Encouraging the children to skip on the yard, demonstrating tricks and skills needed to be a pro skipper	Dan the skipping man coming into school to deliver a 30 min session to each class. Each child will receive a skipping rope which will remain in school.	£1191.00	Skipping is now widely used on the yard by all classes. The children's confidence with skipping has grown.	Continue to develop this skill next year. Ensuring there is a safe area on the playground to complete the activity
Replenish equipment in outdoor area.	Update equipment as and when needed	£ 3,000	Equipment available for dinner staff and staff on playground duty	Continue as and when needed

Replenish PE equipment	Update equipment as and when needed with a focus on gymnastic equipment	£335	Equipment available for teaching staff	Continue as and when needed.
Key indicator 2: The profile of PESSPA being raised across the school as a tool for whole school improvement				Percentage of total allocation: 3%
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:
Wake up and Shake up used in EYFS and KS1 classes. Using physical activity as a brain gym.	Embedded into the school day. This will give the opportunity to link physical activity into the classroom and encourage discussion for well-being.	£0	Pupils are more engaged in lesson following a brain gym session. They can listen more attentively and are more focussed	Introduce this throughout the school. Choose age appropriate wake up to shake up for ks2
POWER workshop to be delivered to year 5. Aim to engage most inactive children into the program. Program designed to explain the benefits of living a healthy and active lifestyle.	Children to take part in activity for one hour every Friday morning. This will be before their PE lesson to ensure they are trying their best in the lesson following. Hall to be available for this every Friday.	£0	Some children much more engaged in PE lessons. Some children didn't enjoy the sessions.	PE next year will be more inclusive for all. Looking at the holistic child. Combining PE and PSHE together we will discuss the benefits of healthy lifestyle and children will be able to select their activity depending on what they feel they can achieve.
Scoot Skool used as PE intervention for year 3 children. Scoot skool aims to show the children the skills they need to safely ride a scooter. This is aimed for the children who cannot	Children will take part in skoot skool every Tuesday afternoon for a number of weeks. TAs and teachers selected the children who will take part depending on the need of the	£250	Very beneficial to the children involved. Children more confident on the scooter and were active for the whole lesson	Look into companies that can deliver this and bikeability to UKS2.

access the PE curriculum (SEN)	child.			
Yearly school fundraiser for children in need.	Member of staff to be released to complete for whole school	£213.36 £148.24	Money raised and children achieved their 30 active minutes.	Continue to raise money for charities and school fund next year.

Key indicator 3: Increased confidence, knowledge and skills of all staff in teaching PE and sport				Percentage of total allocation:
				107%
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:
LSSP package purchased. TA'S to support in lesson to develop CPD of the subject and to ensure it is inclusive for all children.	Ta's to support and help in the lesson as and when needed.	£20,653	Ta's much more confident with the delivery of a PE lesson. Used to support the PE interventions in the school.	Ta's will have an active role in the delivery of lessons. They will be used to support the class teacher in delivering the new scheme of work.
Boxing Mind offered to children with SEN and behaviour problems	Two practitioners to receive CPD to ensure high quality delivery of intervention for the children.	Apprentice £20,653 (Already accounted for in LSSP package)	Successful for all participants	Deliver boxing interventions for those who need as and when.

CPD offered to dinner staff to support behaviour in play at lunch times	Staff to be released to support delivery of this	£0 (through appraisal process)	More productive interventions and games to be played on the yard. Inclusive of all children.	Continue this next year.
Key indicator 4: Broader experience of a range of sports and activities offered to all pupils				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?	Sustainability and suggested next steps:
Additional achievements: Bewilderwood activity centre offered to all year 4 children as their OAA activity.	All children offered a place and heavily subsidised for PP	£570	Children enjoyed session and completed the OAA aspect of the curriculum	Children in year 6 will attend Barnstondale for OAA.
Arabic Dance workshop offered to KS2 children.	Local Arabic dancers to come into school to deliver an active Arabic dance lesson.	£120	Children enjoyed. Cross curricular links. Links to the community.	Look into another style of dance workshop

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:
Quiddich tournament	Children who choose to can compete in competition.	LSSP fee	Competitive sport and broaden knowledge of sports.	Broaden sports further by looking into other unusual sports
Cricket, box hockey, dodge ball and football competitions	Children who choose to can compete in competition.	LSSP fee	Children become more confident competing in competitions	Continue to increase positive competition and positive relationships with sport
Sports day for whole school. In house competitive competition. Inclusive for all.	Children to compete in athletic style competition.	£213.36	Children become more confident competing in competitions. Celebration of success with medals.	Continue to increase positive competition and positive relationships with sport

Signed off by	
Head Teacher:	

Created by:   

Supported by:



Date:	
Subject Leader:	
Date:	
Governor:	
Date:	