

Evidencing the impact of the Primary PE and sport premium

Website Reporting Tool

Revised July 2021

Commissioned by



Department
for Education

Created by



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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](#).



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Details with regard to funding

Please complete the table below.

Total amount carried over from 2019/20	£
Total amount allocated for 2020/21	£20,670
How much (if any) do you intend to carry over from this total fund into 2021/22?	£
Total amount allocated for 2021/22	£
Total amount of funding for 2021/22. To be spent and reported on by 31st July 2022.	£

Swimming Data

Please report on your Swimming Data below.

<p>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</p>	
<p>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</p>	60%
<p>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</p>	60%
<p>What percentage of your current Year 6 cohort perform safe self-rescue in different water-based situations?</p>	25%
<p>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?</p>	Yes Residential activities

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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:	
<p>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</p>					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?:
Subject Leader and assistant take Reception through to Year 6; they take one class a week for an hour, the class teachers take the other hour, so in total, pupils get a minimum of two hours per week of physical activity. Additional lunchtime clubs are available. Pupils will be able to self-motivate themselves enough and gain the discipline to partake and make an effort.		Children attend classes. Each child is observed, and after each half term, pupils are graded, which counts towards their final assessment grade at the end of the school year. Children are measured on ability, knowledge, participation, improvement.		Approximately £4134 (one fifth) to cover cost of courses and delivery.	Pupils have developed a healthy lifestyle, and mental health benefits which impacts on their overall wellbeing. Additionally, pupils now have access to resources for weight management, flexibility etc.
					To identify more options to ensure more children can partake irrespective of their ability or gender. Ensuring equipment and resources are sufficient, safe, and up to standard. Using modern technology where possible to monitor and track progress .E.g. purchase of a reaction monitor to identify non-participants. Create synergies with other departments e.g. SEN to enhance the overall outcomes.

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<p>School committed to supporting every pupil to be physically active in addition to core PE and school sport provision and increasing awareness of the issues that affect their health.</p>	<ul style="list-style-type: none"> Engage pupils not meeting CMO guidelines by providing activities they have requested Outdoor learning promoted Timetabled lunchtime activities Cross curricular Science lessons Promote participation and competitiveness 	<p>£1200</p>	<p>Pupils to become more intrinsically motivated</p>	<p>Develop a Physical Activity Policy to support, embed and sustain the school focus and to ensure a coordinated approach across the school. Consider how we are going to engage parents in this agenda</p> <p>Develop a programme of support for pupils who have been identified as having a poor knowledge of healthy eating</p>
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<p>Key indicator 2: The profile of PESSPA being raised across the school as a tool for whole school improvement</p>	<p>Percentage of total allocation: %</p>
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Intent	Implementation	Impact	Impact	Sustainability and suggested next steps:
<p>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:</p>	<p>Make sure your actions to achieve are linked to your intentions:</p>	<p>Funding allocated:</p>	<p>Evidence of impact: what do pupils now know and what can they now do? What has changed?:</p>	<p>Sustainability and suggested next steps:</p>
<p>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:</p>	<p>Make sure your actions to achieve are linked to your intentions:</p>	<p>Funding allocated:</p>	<p>Evidence of impact: what do pupils now know and what can they now do? What has changed?:</p>	<p>Sustainability and suggested next steps:</p>
<p>PE will be taught through;</p> <ul style="list-style-type: none"> Exposition (demonstration, explanation and instruction) by the teacher to the class, groups or individuals Practical activity and related discussion Co-operative group work Consolidation and practice of fundamental skills Opportunity to discuss and reflect on their work through a plenary 	<p>Construct curriculum Add curriculum Map Early Years Pupils should be taught: Games • Spatial awareness • Basic motor skills • Co-ordination and control • Aiming, predicting and estimating Dance • Using their imagination in art, design, music, dance, imaginative role-play and stories Gymnastics • Travel around, under, over and through</p>	<p>£4134</p>	<p>Demonstrate the impact High-quality lessons should include: - A statement of the learning objective - A whole class risk assessment - Teaching the children to warm up safely - The teaching of skills and techniques - The application and adaptation of learnt skills in games activities - Modelling of correct technique - Use of correct</p>	<p>The subject leader will be allocated ongoing staff meeting time once per month; together with slots in professional development days to ensure all changes are up to date and that new pupils are brought up to speed.</p>

<ul style="list-style-type: none"> • Use of professional/qualified coaching to enhance current provision within school • Links made to Wellbeing • Extended high-quality provision through breakfast club and after school activities making use of professional / qualified coaches/ex-students • Use of community facilities – local swimming baths – other secondary schools. 	<p>balancing and climbing apparatus Games (KS1 and KS2) Pupils should be taught:</p> <ul style="list-style-type: none"> • Simple competitive games • A variety of ways to send, receive, strike and travel with/without a ball • Games which include running, chasing, dodging, avoiding and awareness of space and other players • To develop core skills in attacking, defending, invasion, striking and fielding • To play small-sided and simplified versions of net/wall and target games <p>Gymnastics (KS1 and KS2) Pupils should be taught:</p> <ul style="list-style-type: none"> • To use technical vocabulary • To perform basic actions of travelling (turning, rolling, jumping, balancing, climbing) • To link movements on the floor and apparatus • To repeat movements / develop sequences • To develop complex movements <p>Dance (KS1 and KS2) Pupils should be taught:</p> <p>To compose and control movements by varying shape, size, direction, level, speed, tension and continuity</p> <ul style="list-style-type: none"> • Investigate different genres of dance • To express feelings moods and ideas • To respond to various stimuli including music <p>Athletics (KS1 and KS2) Pupils should be taught:</p> <ul style="list-style-type: none"> • To develop and refine basic running, jumping and throwing techniques using a variety of equipment • To measure, compare and improve their own performance <p>Swimming (KS2) Pupils should be taught:</p> <ul style="list-style-type: none"> • To swim unaided, competently and safely for at least 25m • To develop confidence in water and 		<p>and specific technical vocabulary - Performance and evaluation of each other's work - Work which reflects the learning objective</p> <p>Teaching the children to cool down safely - Teaching the children the impact PE has on their bodies</p> <p>Monitoring and Evaluation</p> <p>Summative and formative assessment in PE is carried out by class teachers and subject leaders:</p> <ul style="list-style-type: none"> • Informally during the course of teaching through observation • Children to complete a self-assessment at the start and end of each unit of work. This self-assessment tool to be used to support children in being reflective in their lessons and with their achievements • At the end of each unit of work teachers to complete pupil assessments in order to update the children's attainment and progress in that area of PE. 	
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	<p>To develop floating skills and support positions • To develop an effective and efficient swimming strokes on the front and back • To understand and follow basic water safety and survival skills</p> <p>Outdoor Activities (KS2) Pupils should be taught: • To perform outdoor and adventurous activities in a variety of environments • To face physical and problem solving challenges individually and collaboratively</p>			
<p>Initially raise the profile of Physical Activity, PE and Sport across the school and then develop ways of using it as a tool for whole school improvement</p> <p>Develop the leadership and management of Physical Activity, PE and Sport and associated documents</p> <p>Continue to celebrate Physical Activity, PE and sport across the life of the school to ensure that the whole school is aware of the importance of Physical Activity, PE and Sport and to encourage all pupils to aspire to be involved</p>	<p>Ensure that vision is on documentation and website, utilise Twitter more.</p> <p>Subject Leader for PE to lead and promote network events and CPD</p> <p>Develop a Subject Leader file – ongoing – succession planning</p> <p>Consistently Include Physical Activity, PE and Sport in celebration assemblies every term. Weekly/fortnightly (match results, notable achievements in lessons and school newsletters. Update Twitter regularly.</p> <p>Continue our work with the Royal Ballet</p> <p>Promote Dance and provide opportunities</p> <p>Promote and provide Action filled residential trips</p> <p>Buy Physical Activity, PE and Sport notice boards and decide where they will be displayed. Have a notice board</p>	<p>£8424</p>		

	in the main hall to raise the profile for all visitors and parents.			
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Key indicator 3: Increased confidence, knowledge and skills of all staff in teaching PE and 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:
Subject Leader undertook afPE Level 5 and 6 accredited courses in order to up-skill his own knowledge and understanding so he can confidently disseminate to all staff, thus increasing their knowledge and confidence	<p>Enrolled in the locally delivered afPE courses (Level 5 undertaken together with HLTA) and cover provided as required.</p> <p>Liaised with SLT to ensure staff meeting time was allocated in order to disseminate to staff.</p> <p>Provided cover so SL could team teach/observe all members of staff at least once</p>	<p>£5500 to supply cover cost of course/travel. Cover to monitor staff delivery by SL. 3 staff to Gymnastics course in November.</p>	<ul style="list-style-type: none"> As a result of good leadership in the subject and confident and knowledgeable staff, all pupils made good or better progress, building on prior achievement. 99% achieved the national expectation at the end of each Key Stage with more than 50% achieving beyond. Increased confidence, self-esteem and a real desire to learn. The enjoyment of PE increased participation in wider activities (30% increase in club attendance, with 91% of all pupils attending one or more clubs). Development of co-operation/working in groups/desire to learn impacted right across the whole curriculum and standards improved significantly (See SATs results - 10% increase in attainment). There are fewer non-participants - 	The subject leader will be allocated ongoing staff meeting time once per month; together with slots in professional development days to ensure all staff are kept up to date and that new staff are brought up to speed.

			exception rather than rule (Now down to 1.5%)	
HLTA undertook the afPE Level 5 (February) accredited course in order to up-skill and raise awareness and understanding of the crucial role support staff play in raising standards. This was disseminated to all support staff in school.	Enrolled in locally delivered Level 5 course. Ensured staff meeting time was allocated to disseminate to all support staff. Joint/team working undertaken in order to build knowledge and confidence.	£2000 to cover cost of course/travel.	<ul style="list-style-type: none"> • As a result of confident and knowledgeable support from TAs ALL pupils, irrespective of their special educational needs and disabilities made excellent progress in line with their prior learning and ability. • As above this impacted right across the curriculum as their confidence and self-belief developed and grew. Attendance and participation improved as a result. 97% attendance - up from 94% last year. 	The subject leader will continue to work closely with the TAs and they will be included in staff meetings and professional development days with the focus being on effective support in all PE lessons and beyond.
Ensured the 2 staff responsible for swimming attended appropriate course and gained qualifications in order to teach swimming effectively	Accessed appropriate course advertised on the Swim England website (September). Ensured that cover was provided for other teachers to work alongside these two staff in order to gain knowledge and confidence.	£2000 to fund course and pay for supply costs. Purchase of Swim England resources	<ul style="list-style-type: none"> • As a result the expected standard at the end of primary school was reached by the majority of pupils (85% could swim 25 metres confidently). • Safe self-rescue was increased exponentially from 33% to 76%. • Participation in water based activities increased as more pupils joined swimming clubs in the community and/or took part in other activities (e.g. Galas/water polo based on parents' data collection 42% increase). 	There will be a rolling programme of staff who team teach with the two qualified staff which will ensure that in the future, with or without funding, teachers will feel confident to teach swimming to the expected level required

<p>Employed a member of the afPE Health and Safety team to deliver a workshop (October) for all staff in Safe Practice using the afPE publication as a basis for risk assessment and safety in all areas of activity both in the curriculum and in out of school clubs.</p>	<p>Contacted the afPE office and booked a full day workshop in October with one of the H&S team during one of the 5 allocated Professional Learning Days for the primary schools.</p> <p>N.B. Possibly when the new guidance is published if funding is still available undertake a further development workshop</p>	<p>£900 including money reserved for purchase of new Safe Practice book per school.</p>	<ul style="list-style-type: none"> • All staff are confident in ensuring all safety requirements are met and as a result all pupils feel safe and secure; this encouraged them to challenge themselves to go the extra mile, thus improving their overall attainment. • Feeling secure in the school environment impacted on whole school improvement as pupils developed the 'can do' attitude and a willingness to try harder. Pupil survey evidenced a 100% feel good factor and there have been very few cases of 'stressed out' pupils. Visitors remark on the happy working environment in school 	<p>The subject leader will ensure that staff are kept up-to-date through staff meetings and dissemination of information that is readily available on the afPE website or through contact with the H&S team which is open to all members (See comment about joining afPE below)</p>
<p>Applied for the afPE Quality Mark Award and successfully reviewed and evaluated the quality of PE and Sport in school.</p>	<p>Contacted Simon Leach and indicated interest in applying. Worked with allocated consultant to undertake in depth self-review - very effective. Completed form and arranged validation visit - distinction awarded – June. Booked a staff meeting to showcase the award and plan comms for press announcements and parents update.</p>	<p>£850 to include cost of award and appropriate supply cover for meetings and to complete the application</p>	<ul style="list-style-type: none"> • The Quality Mark Award focussed on the actual impact that high quality PESSPA has on our pupils; this resulted in a far greater focus on outcomes rather than just provision which motivated our pupils to strive to always do better. This had a marked impact on participation levels and progress both in and beyond the curriculum 	<p>This is a working document with clear areas for development identified; these areas will be addressed over the next three years irrespective of funding.</p>
<p>Joined afPE (School Membership) to ensure access to specialist and expert support, thus keeping the school fully up to date.</p>	<p>Accessed membership information on afPE website and spoke to Simon Leach to ascertain relevant information regarding cost/benefits/etc</p>	<p>£111</p>	<ul style="list-style-type: none"> • Due to the wide ranging expertise within afPE which is readily available to members, all pupils benefitted from knowledgeable and confident staff who are now kept up to date with all developments. The subject leader, the staff and most importantly the pupils now keep ahead of all developments. • 100% of pupils can articulate the difference between PE, Sport and 	<p>Membership will be renewed each year from the school budget if PE and Sport funding is discontinued</p>

			Physical Activity. • Termly pupil surveys demonstrate that 97% of pupils are continuing physical activity out of schools hours with parents, siblings, carers and or grandparents.	
Key indicator 4: Broader experience of a range of sports and activities offered to all pupils				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:
To initiate participation in new and novel sports and activities	Introduced a new range of sports and physical activities (such as dance, yoga and dodgeball) to encourage more pupils to take up sport and physical activities; partnering with other schools to run sports and physical activities and clubs	£1000	40 to 50 children partook. Children that had previously been shy now became more confident. Attendance increased	Introduction of badminton and Wall Ball. Anyone can play, irrespective of physicality.
To create synergies with other schools.	Partnered with other schools to run sports and physical activities and clubs	£1000	Friendships, especially in Year 6, where some of the children were leaving to rejoin these new friends in secondary school.	Continuing the relationships and more hosting and participating in events

<p>To release energy, introduce additional activities for pupils who remained after school.</p>	<p>Providing more activities and broadening the variety of extra-curricular activities after school in the 3 to 6 pm window delivered by the school or other local sports organisations. Gymnastics, dance, football, karate, etc</p>	<p>£1000</p>	<p>Many children feel more relaxed after engaging in an after school activity than if they were to go straight home from school – they get a chance to play, make friends, and learn something new. Afternoon activities also help to tire pupils out, which makes it more likely they'll get a good night's sleep</p>	<p>Increase the sense of belonging for pupils by encouraging more group activities, build confidence of individuals and improve their social skills that may have been affected by the pandemic. Kit and equipment to be purchased.</p>
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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 and types of pupils participating (more girls, more younger pupils etc)	Increasing and actively encouraging pupils participation in the school games. More girls now wish to play football.	£4134	Pupils indicated that they enjoyed participating in these events; they developed friendships and met new people. Pupils became more determined and demonstrated resilience.	Continue to teach pupils; the importance of practice and preparation. Sportsmanship. How to set realistic goals and work towards achieving them
To increase the variety of activities and expose pupils to more experiences.	Organising, co-ordinating and entering sport competitions and tournaments within the school and across the local area, including those run by sporting organisations	£1000	The pupils also demonstrated the importance of respect for others. They learned self control and how to manage emotions. They experienced being part of a team. Learn sportsmanship and how to win and lose gracefully.	Teach pupils ow to improve and challenge themselves. Access resources from organisations similar to Change 4 life and Youth Sports Trust etc.

Signed off by	
Head Teacher:	T Whittington
Date:	29.09.22
Subject Leader:	B. Hoyte
Date:	27.09.22
Governor:	S. Cole

Date:	
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