

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 2022. 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	£17,750
How much (if any) do you intend to carry over from this total fund into 2021/22?	£10,999.13
Total amount allocated for 2021/22	£17,750
Total amount of funding for 2021/22. To be spent and reported on by 31st July 2022.	£17,750

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>	
<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 2022.</p> <p>Please see note above</p>	25%
<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>	14%
<p>What percentage of your current Year 6 cohort perform safe self-rescue in different water-based situations?</p>	0%
<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/ 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: 2021/22		Total fund allocated: £17, 750		Date Updated: 28/06/2022	
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: Total amount: £14,100 79%
Intent	Implementation		Impact		
<i>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:</i>	<i>Make sure your actions to achieve are linked to your intentions:</i>		<i>Funding allocated:</i>	<i>Evidence of impact: what do pupils now know and what can they now do? What has changed?:</i>	
Children to have a specialist PE coach to deliver curriculum PE lessons to encourage full participation and engagement as well as to raise enthusiasm for PE in school.	Sports coaches employed to deliver curriculum PE session across the school. Specialist Dance teacher used to deliver curriculum dance lessons in KS2. New PE equipment purchased to ensure that all children could fully participate in all PE lessons.	£7000– Sport coach employed by school £3800 – Premier Sports £330 Dance specialist £1800	Children have taken part in a range of sports with the sessions led by our PE coach. This has led to increased engagement, participation and enthusiasm for PE from our children. It has also resulted in an increased level of participation in extra-curricular (after school) sporting activities.		Sports coaches to continue to deliver curriculum PE sessions next year in 2022/2023. Subject leader will look at curriculum coverage from this year as well as analyse assessments completed to make decisions on priorities for next year.
To continue to ensure that the Daily Mile is embedded in the school day. By doing this, children’s stamina, fitness and times should improve.	All teachers must timetable the Daily Mile into their class’ day. Children should be encouraged to improve the number of laps they can run in 15 minutes and at the end of each term, all children will be assessed during their Daily Mile session to measure improvement.	£0	Across KS1 and KS2, the improvement in children’s stamina has been incredible. <u>Autumn term</u> Average number of laps: 4.9 <u>Spring term</u> Average number of laps: 5.4 <u>Summer term</u> Average number of laps: 6.1		

<p>Children in Y6 completed their curriculum swimming lessons in 2019 (Y4). Very few of these children (14%) meet the 25m standard for the end of Year 6. Therefore additional swimming provision will be allocated to increase the % of children who are able to swim 25m competently, confidently and proficiently.</p>	<p>All children in Y6 to be given an additional 6 week block of swimming lessons.</p>	<p>£1170</p>	<p>Due to unforeseen circumstances (maintenance at the pool), the children only received 3 out of the 6 swimming lessons. As a result, only 32% of Y6 children are able to swim 25m competently, confidently and proficiently, and perform a safe self-rescue.</p>	<p>Identify the children in Y4 who, at the end of their curriculum swimming lesson, are not able to swim 25m competently, confidently and proficiently, and perform a safe self-rescue. Target these children for additional swimming lessons in Y5 or Y6 to ensure that the % of children who meet the 25m standard increase.</p>
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Key indicator 2: The profile of PESSPA being raised across the school as a tool for whole school improvement				Percentage of total allocation:
				Total amount: £1003.26 - 6%
Intent	Implementation		Impact	
<i>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:</i>	<i>Make sure your actions to achieve are linked to your intentions:</i>	<i>Funding allocated:</i>	<i>Evidence of impact: what do pupils now know and what can they now do? What has changed?:</i>	<i>Sustainability and suggested next steps:</i>
<p><u>Physical Education:</u> A high importance is given to PE lessons. Every class has PE timetabled and taught every week.</p> <p><u>School Sport:</u> After school clubs are offered to children across KS1 and KS2. The sports offered at these clubs are changed every half term.</p> <p><u>Physical Activity:</u> Increase in physical activity of all of the children at break and lunch times.</p>	<p>Sports coach and external specialist coaches used to support with this, alongside class teachers and teaching assistants.</p> <p>After school sports clubs are offered to all year groups in KS2 by our sports coach.</p> <p>Purchase new playtime equipment, which is easily accessible by the children to encourage physical activity during break times and lunchtimes. Y6 Play Leaders to run activities/games for the children to participate in.</p>	<p>See Key Indicator 1</p> <p>See Key Indicator 1</p> <p>£1003.26</p>	<p>See Key Indicator 1</p> <p>This year 51% of KS2 children have attended an after school club this academic year.</p> <p>The large majority of children across the school now engage in physical activity during their break and lunch times.</p>	<p>See Key Indicator 1</p> <p>Going forward, we need to increase the number of children participating in after school sports clubs by offering a wider variety of sports and days. PE Lead to investigate sourcing external providers to improve range of provision.</p> <p>Consider setting up zones at break and lunch times for children to participate in different physical activities and use different physical skills. Train Play Leaders who will then be able to plan and lead games and activities at lunchtimes.</p>

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:
High quality planning and teaching of PE and games in place across the school, also enabling CPD for class teachers and teaching assistants. A range of sports covered: cricket, multi-skills, dance, football, dodgeball, rounders, gymnastics	Specialist PE coaches to teach all classes in collaborating with teachers and teaching assistants across the whole school to provide CPD.	See key indicator 1	Ongoing assessment indicates good progress in PE for all pupils across each year group and in all aspects of PE. Individual children have been identified to have an additional PE; this rotates between G&T children and those needing to develop certain skills/improve fitness.	Continue to see teachers' and TAs' feedback for areas of CPD for next academic year and use this information to plan where PE specialists can be used. Review deployment of specialists to maximize CPD impact.

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:
Additional achievements: We would like to encourage more children (in KS2) to ride their bikes to school as part of a more healthy lifestyle. The children need to learn how to ride bikes safely in order to do this.	All children in Y5 and Y6 to be offered the opportunity to take part in Bikeability. Grant application for permanent lockable bike shelter.	£0 £0	27% of Year 5 children took part and 24% of Year 6 children took part – they all completed Level 1 and 2 of the Bikeability course successfully. Unfortunately very few of the children in these year groups had bikes or did have bikes but they were not roadworthy.	Learning how to ride bike safely on the roads is vital so Bikeability is something we need to continue as a school. We need to look into borrowing bikes so that all children can take part.
Children to experience outdoor and adventurous activities/sports in order to develop a broader range of sporting experiences and their personal skills.	All Year 6 children to participate in an outdoor and adventurous activities residential trip to broaden their experiences.	There was a cost – paid for by INEOS fund	On June 29 th , 25 children went on their residential trip and took part in activities including: climbing,	As a school, we need to look at offering a wider range of sports and activities; some which the children would not usually get to experience, e .g. archery, fencing, lacrosse.

Key indicator 5: Increased participation in competitive sport			Percentage of total allocation:
			Total amount: £2646.74 - 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?:
Provide as many different competitive sport opportunities as possible so that they develop the skills of team work, sportsmanship, resilience and perseverance.	To participate in the EIP competitions and fixtures Travel to and from competitions	£475 £820.34	28 children have taken part in 5 EIP competitions and fixtures for a variety of sports including basketball, running and dodge ball. Our school is 3 rd in the EIP league, having finished 2 nd in 2 of the competitions and 3 rd in another. Children participating have developed resilience and perseverance when they have not been successful at competitions. Increased participation has led to increased success and this has improved children's self-esteem.
Purchase new sports kits for children participating in competitions and fixtures.	Children will be able to participate in competitions in sports kits which fit, have the school logo and instil a sense of pride when representing the school.	£1351.40	These have been ordered and paid for but not delivered yet. The children will get to wear them from September 2022.
			Try to increase the number of children who are participating in competitions and fixtures. JB to keep a record of who has attended. Give different children opportunities to take part. We need to ensure that kits are always returned and washed so that other children can use them.

Signed off by		
Head Teacher:	<i>J. C. Tyers</i>	Date: July 2022
Subject Leader:	<i>S. Beista</i>	Date: July 2022
Governor:		Date: July 2022