

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](#).



Details with regard to funding

Please complete the table below.

Total amount carried over from 2020/21	£6516
Total amount allocated for 2021/22	£16900
Total amount of funding for 2021/22. To be spent and reported on by 31st July 2022.	£23416

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	Not applicable due to age of children.
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	N/A
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	N/A
What percentage of your current Year 6 cohort perform safe self-rescue in different water-based situations?	N/A
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?	N/A

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: £23416		Date Updated: July 26th 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: 31.50%	
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: £7964	Evidence of impact: what do pupils now know and what can they now do? What has changed?:	
<p>Providing a variety of after school clubs that will enable children to experience a wider variety of sports as well as more frequent physical activity. Increase opportunities for PPG, SEN and vulnerable children to participate in wider activities – Clubs free to PPG.</p> <p>Increase provision with equipment</p> <p>During school, have purposeful high quality sporting days, thus promoting physical activity to all children from Pre-school – Year 2.</p>		<p>Promotion and subsidising of clubs and using external provider to ensure varied of skilled staff are delivering alternative exercise, offering a large variety Yoga club, Karate, Street Dance, archery, curling,</p> <p>Purchase variety of sporting equipment so that all children can remain active for longer during PE lessons. Small Items Large Items Building provision</p> <p>Sports Challenge professionals to run sporting days within school.</p>		<p>£1480</p> <p>£56 £458 £1825</p> <p>£2000</p>	<p>Large numbers of children engaged with wide range of clubs after school.</p> <p>Through learning walks and lesson observations it was clear to see that children were active for the majority of their PE lessons and a greater variety of sports could be played.</p> <p>SEN, PP and vulnerable children that would not normally participate in physical activity/sport outside the curriculum engaged in the lunchtime club. This also helped with behaviour as certain children in the group struggle at break and lunchtimes.</p>	<p>To continue to monitor and observe lessons to ensure staff are using the equipment effectively to keep children active throughout PE.</p> <p>To continue the lunchtime club for SEN, PP and vulnerable children and to offer it to LKS2 and KS1 (for those that usually do not participate).</p> <p>To retain the classroom continuous provision are so that each class has a designated area they can use during class time for active lessons.</p>

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<p>Professional sports coaches to run lunchtime activities to be accessed by all children</p>	<p>Provide a variety of sporting equipment and games that promote physical activity.</p>	<p>£145</p>	<p>Bringing all children back together for their free time meant that we could purposefully use sporting professionals to engage the children. We witnessed a huge engagement with this lunchtime organised sporting sessions, which in turn has lead to children learning the importance of teamwork and promoting children's mental health.</p>	<p>Continue to use a variety of adults to run lunchtime sporting activities, but also to promote team leaders amongst the pupils to promote and organise sport.</p>
<p>Increase capacity for storing a variety of sporting equipment that will give the children a greater opportunity to have regular access to a variety of sporting equipment.</p>	<p>Erect storage This in turn frees space in the PE cupboard and allows for a greater variety of activities.</p>	<p>£2000</p>	<p>This has meant that we have been able to purchase further equipment, which has given the children opportunity to try a greater variety of sports both during lessons and also in extra curricular activities.</p>	
<p>Whole school initiative to introduce the daily mile.</p>	<p>Daily regular low impact exercise to promote well-being in line with our school sustainability goals</p>	<p>£0</p>	<p>Promotion of the UN SDGs through mindfulness and daily exercise.</p>	
<p>Greater opportunity for physical activity during lunchtimes and playtimes</p>		<p>£0</p>	<p>Relationships between children, greater promotion of variety of activities.</p>	<p>Ongoing daily mile in future years. Large scale event to promote this in Sept 2022 This will be used by all children at school for many years.</p>

Key indicator 2: The profile of PESSPA being raised across the school as a tool for whole school improvement				Percentage of total allocation: 8.65%
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: £2188	Evidence of impact: what do pupils now know and what can they now do? What has changed?	Sustainability and suggested next steps:
Whole school days to promote the importance of sport and well-being.	Sporting professionals implemented a whole school day of sport, wide variety offered and CPD for staff to refine teaching methods	£0	Staff development Raise the profile of sports amongst children of all ages.	Continue to arrange 'Days of Sport' across the academic year.
Children to understand the benefits of participating in physical activity on both their body and mind. Ensure children's emotional wellbeing is paramount.	Mindfulness and well-being interventions in small group and targeted support as well as whole class sessions.	£1720	% of vulnerable and anxious children is reduced since 2021. Behaviour across school improving.	Continue to use external providers for mindfulness as well as devote lesson time and small interventions.
Children to improve their behaviour at lunchtimes and breaktimes, as well as the classroom, using physical activity and sport as a reward and as a learning tool (using the values learned in sport throughout the school).	Provide variety of equipment for breaktimes and lunchtimes. Ensure staff know how to promote fair play and behaviour expectations.	Already included	Children and staff beginning to understand the benefits of physical activity on both mind and body.	To train lunchtime supervisors or TA's to be able to run lunchtime clubs.
Reception class to be more physically active and have more opportunities to problem solve and work together as a team through physical exercise.	Additional variety of equipment (upgraded Reception outdoor learning space)	Already included	Increased participation for vulnerable children, SEN and PP as a tool to improve behaviour.	
NWPA Bike Bus/Bikeability	All children given the opportunity to learn how to ride a bike. This is	£468	Good uptake by children and families.	Continuation of promotion of Bike Bus and run further

	funded for vulnerable pupils. Weekly bike bus to promote travel to school in a sustainable way.			bikeability sessions.
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Key indicator 3: Increased confidence, knowledge and skills of all staff in teaching PE and sport	Percentage of total allocation:
	25.31%

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: £6399	Evidence of impact: what do pupils now know and what can they now do? What has changed?:	Sustainability and suggested next steps:
Implementation of new Rivers Revised Curriculum Staff will feel confident and equipped to teach high quality PE lessons, giving pupils a secure foundation of physical skills and ensuring high standards in PE across the school.	Time spent quality assuring curriculum to ensure it is effective and progressive across all year groups. Use learning walks and discussions to monitor staff confidence in teaching PE and sport as well as areas of need. ECT's to have CPD opportunities throughout the year.	£0 £0	Children progressively build skills and have access to a wide, well sequenced variety of physical activities. ECT's both benefit from CPD and having carried out learning walks, it was clear to see they were using what they had learned.	Ongoing into 2022-2023 To ensure all staff are confident delivering PE in both key stages so that planning can be shared if necessary (new staff or cover). All staff CPD through lesson time and targeted PE CPD.
Staff receive high quality CPD through professional coaches and team teaching sessions.	Sports Challenge professionals and Teaching Assistants delivered PE clubs twice a week throughout the academic year.	£5,659	Staff increased knowledge and confidence.	

Unify all staff by providing PE apparel	Matching sports apparel for staff, to be in line with school uniform.	£740	Raise the profile of PE across the school. Inclusion for all. Providing an identity for PE and as a school.	Ongoing to ensure this identity is built upon.
Key indicator 4: Broader experience of a range of sports and activities offered to all pupils				Percentage of total allocation: 34.51%
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: £8725	Evidence of impact: what do pupils now know and what can they now do? What has changed?:	Sustainability and suggested next steps:
To introduce new activities/sports to the curriculum. Broader experience of sports in PE lessons will increase pupil confidence and inspire more children to participate in these sports competitively.	Lunchtime professionally led session for all children to participate, run throughout the academic year. Introduce a wider range of equipment for use during lesson time and during breaks and lunchtimes.	£2349	Wide variety of children have accessed clubs and a wider range of sporting opportunities. Parent and pupil voice shows that they are happy with the wide variety of clubs on offer.	Successful continuation of new curriculum. Continue to offer a wide range of afterschool clubs and professionals to deliver CPD during lesson time to ensure continuity of high sporting lesson expectation.
To increase the extra-curricular opportunities for all children, including the variety of activities and sports available. Ensure activities are available to ALL pupils.	Sports challenge professionals to deliver variety of experiences and range of sports to offer. Fund sessions for PPG children. Reception children outdoor learning woodland experience. Employment of an after school care assistant to deliver sporting activities	£247 £179 £4000		

<p>Staff CPD and Outdoor Learning resources for teambuilding and forest school.</p> <p>Early Years outdoor area expanded to include forest school and</p>	<p>Through use of quality resources and trained staff, children will access a wide variety of opportunities to build upon gross motor and fine motor skills.</p> <p>Woodland items, physical play items, growing area, water play etc</p>	<p>£1950</p>	<p>EYFS engaged with outdoor areas of both woodland and playground areas.</p>	<p>More opportunities for OAA woven into the curriculum, including as extra-curricular.</p>
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Key indicator 5: Increased participation in competitive sport				Percentage of total allocation:
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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: £0	Evidence of impact: what do pupils now know and what can they now do? What has changed?	Sustainability and suggested next steps:
<p>To encourage less confident children and vulnerable learners, including pupil premium children, to participate in competitions.</p> <p>To inspire children to compete in unfamiliar sports by providing practice and after school club opportunities e.g VI Cricket</p> <p>Children's skill level and self-esteem is improved through sports competitions.</p> <p>To find opportunities our children have to participate in competitive sport.</p>	<p>Provide a variety of sporting opportunities and challenges throughout the year.</p> <p>Offering a wider range of after school clubs and sporting opportunities during lesson time.</p>	<p>£0</p> <p>£0</p>	<p>Pupils will get to experience a new sport and the new age-appropriate equipment will engage and motivate them.</p> <p>Promoting and running extra-curricular clubs means that more children will be able to access these activities.</p> <p>Children in EYFS to Year 2 were given the opportunity to participate in extra-curricular clubs and enjoyed the opportunity of playing competitively between themselves.</p> <p>Children shown to be resilient and supportive of each other during recent sports day – celebrating in each other's wins. Good team spirit shown at school.</p>	<p>Continue to build provision and opportunities as school grows.</p> <p>Encourage class teacher to provide intra-school competitive opportunities through PE lessons.</p> <p>To continue to work with outside agencies to increase extra-curricular opportunities.</p> <p>To create links with local clubs so that children can compete in sport outside of school.</p>

Signed off by - Catherine Guild	
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Date:	July 2022
Subject Leader:	Ben Holman
Date:	July 2022
Governor:	Su Price
Date:	July 2022