

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 2019/20	£0
Total amount allocated for 2020/21	£9984
How much (if any) do you intend to carry over from this total fund into 2021/22?	£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.

<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>	Not applicable due to age of children.
<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 2020.</p> <p>Please see note above</p>	N/A
<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>	N/A
<p>What percentage of your current Year 6 cohort perform safe self-rescue in different water-based situations?</p>	N/A
<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>	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: 2020/21		Total fund allocated: £16,500		Date Updated: July 31 st 2021	
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: 60.8%
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: £6079	Evidence of impact: what do pupils now know and what can they now do? What has changed?:	Sustainability and suggested next steps:
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.	Promotion of clubs and using external provider to ensure varied of skilled staff are delivering alternative exercise. Yoga club Karate Street Dance Purchase variety of sporting equipment so that all children can remain active for longer during PE lessons. Small Items Large Items (goals/netball hoops, gymnastics equipment)		£225 £117 £795 £225	Large numbers of children engaged with wide range of clubs after school. 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. 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.	To continue to monitor and observe lessons to ensure staff are using the equipment effectively to keep children active throughout PE. 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). To retain the classroom continuous provision are so that each class has a designated area they can use during class time for active lessons.
During school days have purposeful high quality sporting days, thus promoting physical activity to all children from Pre-school – Year 1.	Sports Challenge professionals to run sporting days within school.		£167		

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Promotion of physical activity during break times and lunch times.	Provide a variety of sporting equipment and games that promote physical activity.	£150	Each year group having their own designated area allows them to be active at break and lunchtimes. It also meant outdoor PE could continue safely through COVID.	
Give all EYFS and Key Stage 1 children an enclosed outside area to promote physical activity during continuous provision ensuring our youngest children have frequent opportunity to be active throughout the day.	Adding fenced to outside classrooms to create bespoke outdoor areas for children to access during the day. Continuous provision providing opportunity for active play.	£4400		
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.	Erect PE storage unit in the playground that can have easy access for sports lessons as well as housing all break and lunchtime equipment.	Carried forward	Awaiting installation – carried forward.	

Key indicator 2: The profile of PESSPA being raised across the school as a tool for whole school improvement	Percentage of total allocation: 18.7%
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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: £1870	Evidence of impact: what do pupils now know and what can they now do? What has changed?:	Sustainability and suggested next steps:
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 lessening since return from C-19.	To train lunchtime supervisors or TA's to be able to run lunchtime clubs.
Children to improve their behaviour at lunchtimes and breaktimes, as well as the classroom, using physical	Provide variety of equipment for breaktimes and lunchtimes. Ensure staff know how to promote fair play	£150	Behaviour across school improving. Children and staff beginning to understand the benefits of	Continue to use external providers for mindfulness as well as devote lesson time and small interventions.

<p>activity and sport as a reward and as a learning tool (using the values learned in sport throughout the school).</p> <p>Reception class to be more physically active and have more opportunities to problem solve and work together as a team through physical exercise.</p> <p>To increase participation for vulnerable children, SEN and PP as a tool to improve behaviour.</p>	and behaviour expectations.		physical activity on both mind and body.	
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Key indicator 3: Increased confidence, knowledge and skills of all staff in teaching PE and sport				Percentage of total allocation:
				0%
Intent	Implementation		Impact	
<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>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.</p>	<p>Use learning walks and discussions to monitor staff confidence in teaching PE and sport as well as areas of need.</p> <p>NQT's to have CPD opportunities throughout the year.</p>	<p>£0</p>	<p>NQT's both benefit from CPD and having carried out learning walks, it was clear to see they were using what they had learned.</p> <p>Unfortunately, CPD was unable to take place this year (due to COVID) and so will be a next step.</p>	<p>To ensure all staff are confident delivering PE in both key stages so that planning can be shared if necessary (new staff or cover).</p> <p>To deliver training to new members of staff to ensure consistency of provision across all year groups.</p> <p>All staff CPD through lesson</p>

				time and targeted PE CPD.
Key indicator 4: Broader experience of a range of sports and activities offered to all pupils				Percentage of total allocation: 15.3%
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: £1529	Evidence of impact: what do pupils now know and what can they now do? What has changed?:	Sustainability and suggested next steps:
<p>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.</p> <p>To increase the extra-curricular opportunities for all children, including the variety of activities and sports available.</p> <p>Increase the opportunities for children to participate in activities they cannot access in school via our curriculum.</p> <p>Outdoor and adventurous activities is going to be added to the school's P.E curriculum.</p>	<p>Introduce a wider range of equipment for use during lesson time and during breaks and lunchtimes.</p> <p>Sports challenge professionals to deliver variety of experiences and range of sports to offer.</p> <p>Professionals used to provide afterschool clubs offering wider range of opportunities</p>	<p>£795</p> <p>£225</p> <p>£167</p> <p>£225</p> <p>£117</p>	<p>Wide variety of children have accessed clubs and a wider range of sporting opportunities.</p> <p>Curriculum has been changed over recent weeks to be launched in September 2021 – this includes a wide range of activities and will require budgeting for.</p>	<p>Introduce new PE curriculum in 2021.</p> <p>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.</p> <p>CPD for staff on OAA so that the new equipment is used effectively and the children get the most out of it.</p>

<p>Additional achievements: Wide variety of successful after school clubs run through the year (when possible due to C-19) that were well attended by a range of pupils.</p>				
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Key indicator 5: Increased participation in competitive sport				Percentage of total allocation:
				5%
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: £506	Evidence of impact: what do pupils now know and what can they now do? What has changed?:	Sustainability and suggested next steps:
To encourage less confident children and vulnerable learners, including pupil premium children, to participate in competitions. To inspire children to compete in unfamiliar sports by providing practice and after school club opportunities. Children's skill level and self-esteem is improved through sports competitions. To begin to find opportunities our children have to participate in competitive sport.	Provide a variety of sporting opportunities and challenges throughout the year (including during remote learning). Offering a wider range of after school clubs and sporting opportunities during lesson time.	£166 £224 £116	Pupils will get to experience a new sport and the new age appropriate equipment will engage and motivate them. Running extra-curricular clubs means that more children will be able to access these activities. Children in EYFS to Year 1 were given the opportunity to participate in extra-curricular clubs and enjoyed the opportunity of playing competitively between themselves. Children shown to be resilient and supportive of each other during recent sports day – celebrating in each others wins. Good team spirit shown at school.	Continue to build provision and opportunities as school grows. Encourage class teacher to provide intra-school competitive opportunities through PE lessons. To continue to work with outside agencies to increase extra-curricular opportunities. To create links with local clubs so that children can compete in sport outside of school.

Signed off by - Holly Lashford

Head Teacher:	Emily Calvert
Date:	July 2021
Subject Leader:	Emily Calvert
Date:	July 2021
Governor:	Su Price
Date:	July 2021