

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	£17750
Total amount spent for 2020/2021	£9076
How much (if any) do you intend to carry over from this total fund into 2021/22?	£8674

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 2020. Please see note above	75%
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	75%
What percentage of your current Year 6 cohort perform safe self-rescue in different water-based situations?	90%
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/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: £17750		Date Updated: July 2021	
<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?:	Sustainability and suggested next steps:
Continuation / extension of established successful programme of physical education. With the addition of more physical activity within lessons and during school. To further develop a programme that links physical fitness with mental wellbeing	Continue to fund current provision with PE & Sports Hub offering additional lunchtime and afterschool sessions. PE & Sports Hub total is £5700 but 30% of overall figure is national curriculum and 70% is in addition to national curriculum requirement Includes additional PE session for all classes, CPD for staff, lunch time sports coaching once a week and PE once a week in EYF School will continue to take part in a daily run-a-mile. Use PSHE and PE to promote mental wellbeing Staff to applying outdoor learning		£3990 £408 £66 – additional PE equipment	Clear evidence in pupil voice that children are enjoying their PE sessions and can talk about skill progression e.g. what have we learnt previously and how did that help us today? Generally, all children are happy to be in school and taking part in a full balanced curriculum Physical Development such as balance in the Early Years is beginning to improve with further access to equipment	Possible training for staff in physical literacy/maths

	including physical activity to their teaching where possible.			
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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:
				%

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:
Ensuring that the majority of pupils leave the early years meeting the necessary early learning goals.	Purchase of equipment to support the development of movement in the Early Years Foundation Stages	£3000 (outdoor play equipment) £227 (physical development resources for Reception)	Beginning to see improvement in physical development across the EYFS	Continue to develop this in line with the new Early Years Framework.

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:

Continue to support staff confidence, competence and subject knowledge through CPD and improved access to resources.	Re-new license for PE Passport planning and assessment tool. Continue to audit and replenish PE equipment, using the sports leaders and staff to identify need for new equipment. Evidence attainment using PE Passport	£360 (Primary PE Passport subscription)	This allows teachers in all years to have access to a range of planning that link directly from the curriculum and aims to improve children's physical literacy from EYFS to Year 6.	Extend knowledge and understanding by continuing to train staff on how to assess pupils using the app Subject leader to have time to team teach and observe. Teachers will also benefit from observing in PE & Sports Hub sessions. Develop assessment through PE Passport App
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:
Exposure to a variety of sports in order to encourage pupils to take part in a variety of activities.	Hire of Mobile Climbing Wall for Y5 & Y6	£525	Pupils enjoyed the activity and were keen to link with local climbing clubs/activity centres.	Continue to use funding to expose pupils to unusual sports.

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:
Continue to engage / expand fully with School Games competitions and develop intra school competitions. Promote local clubs allowing pathways for all children.	<p>Coaches / teachers to continue to support delivery of intra-school sports competitions and training playground leaders to support.</p> <p>Host some fixtures including local schools. School will continue to use the school budget to pay for additional hours to attend competitions.</p> <p>Continue to attend as many local sporting events as possible and reporting on outcomes from competition</p>	£500 (Sports Partnership Membership Fee)	Due to school closure and social distancing restrictions, we were only able to take part in competitions virtual competitions	Once safe to do so, continue to engage with local competitions.

Signed off by	
Head Teacher:	
Date:	
Subject Leader:	N Schofield
Date:	July 2021
Governor:	
Date:	

Created by:



Supported by:



Created by:  Association for Physical Education  Active Partnerships  YOUTH SPORT TRUST

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