

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](https://www.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 | £0 |
| Total amount allocated for 2020/21 | £17034 |
| How much (if any) do you intend to carry over from this total fund into 2021/22? | £0 |
| Total amount allocated for 2021/22 | £17034 |
| Total amount of funding for 2021/22. To be spent and reported on by 31st July 2022. | £17034 |

Swimming Data

Please report on your Swimming Data below.

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| 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 | n/a |
| 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 | |
| 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 | % |
| What percentage of your current Year 6 cohort perform safe self-rescue in different water-based situations? | % |
| 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? | 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: | Date Updated: July 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: 54.9% |
| Intent | Implementation | | Impact | £9346.06 |
| 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: |
| Ensure all children have access to weekly quality PE sessions for all year groups and aim to increase the number of sessions over and above the National curriculum. | Regular PE sessions (2 per week) are planned into the curriculum. 1x session to be delivered by external Sports Coach, assisted by school staff to enhance their confidence and skills to deliver High quality PE throughout the school. The other to be delivered by class teacher. PE Lead will oversee PE provision in school to monitor quality and ensure consistency | £8646.06 | Quality sports sessions and coaching for all year groups and all abilities. Children enjoy PE and want to participate. Children show that they are engaged, enthusiastic and taking part on a regular basis. Children are sufficiently engaged to transfer these skills to outside the school to sustain a healthy and active lifestyle. | Children regularly receive a minimum of 90 minutes of PE activity in school per week. Children learn and demonstrate a variety of sporting skills and promote a teamwork, determination and resilience. Children have a knowledge of how to lead a healthy active lifestyle Children are keen and eager to try new sports and activities. Investment in hiring qualified coaches to extend the delivery of sports coaching at the school. |
| Provision of suitable resources are available, and a good range of PE equipment is available for use by staff | Budget is available to replace and purchase sports equipment if necessary. PE Lead to provide regular | £700 | Children enjoy PE and games, and equipment is varied and PE store is well stocked. | Annual budget provided to replenish stock to established and ongoing funds available to |

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| and pupils Encourage active play in lunch playtime and breaks | <p>CPD for all lunchtime staff and resources for them to use to encourage playground games</p> <p>Purchase of new equipment to encourage play and lunchtime activity</p> <p>Train up children to become mini-leaders to encourage lunch play and assist with equipment being safely and tidily stowed away after use.</p> | | Midday Supervisors are able to lead lunchtime play sessions | introduce new sports and activities. |
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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:

11.4%

| Intent | Implementation | | Impact | £1950 |
|---|---|--------------------|---|---|
| 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: |
| <p>Encourage all children to aspire to be involved in sport and lead a healthy lifestyle.</p> <p>Take part in events to raise awareness and the importance of physical education.</p> <p>Increase more sporting activity sessions such as in after school and lunchtimes.</p> <p>Increase the profile of PE in our school via social media, encourage participation by all children of all abilities.</p> | <p>Encouraging children to support school teams via promoting competitions in school and on social media.</p> <p>Share activities via social media posts and promotion of competitions on school newsletters.</p> <p>Sporting achievement both in and outside of school, are celebrated during assemblies and/or class time to inspire children to take part in sporting events/activities.</p> <p>Staff members to celebrate their</p> | £1950 | <p>Children are inspired and motivated by sporting successes and achievement.</p> <p>The profile of PE and Sport is increased by social media interaction, sharing of information, PE lesson topics, evidence sharing on class dojo, promoting upcoming events and ASC</p> <p>PE audit of all the children who attended sporting events/competitions.</p> | <p>Monitor progress through school P.E Action Plan</p> <p>Children continue participate in sport after school clubs</p> |

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| | sporting achievements to develop the need for sports and activities for children and adults alike. | | Wider program of after school clubs ASC offered and pupils receiving some these free of charge, to enable all to be able to access. Barriers to accessing ASC identified, so once covid bubbles removed ASC offered to multiple year groups, to allow parents to only have 1 pick up time. | |
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| Key indicator 3: Increased confidence, knowledge and skills of all staff in teaching PE and sport | Percentage of total allocation: |
| | 5.9% |

| Intent | Implementation | | Impact | £1000 |
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| 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: |
| Improve progress and achievement of all children in PE the focus by upskilling staff. Look to invest in a scheme of work to assist in Teachers planning. | Coaching during lessons from PE Lead and/or external coach giving feedback to teachers to develop their skills. Teachers to team teach with external coach to build confidence across the PE curriculum. For all staff observations to be carried termly. PE lead to have PPA time to allow suitable time to carryout observations | £1000 | Children are engaged, enthusiastic and offered a variety of activities. Teachers have improved skills, knowledge and understanding of PE curriculum and sports PE lead enabled to observe staff and attend training, supply staff to cover PE lead class | Teachers to use their knowledge gained through team teaching in their own PE sessions. PE Lead continues to support staff Staff taking active role in Sporting Events such as the active learning and brain breaks. |

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| | and or organise events. Staff attend appropriate training sessions for new activities Play Leader at lunch time to run sessions alongside Midday | | | |
| Key indicator 4: Broader experience of a range of sports and activities offered to all pupils | | | | Percentage of total allocation: 25.6% |
| Intent | Implementation | | Impact | £4182 |
| 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: |
| <p>Trial alternative activities and sports accessible to all children and develop children's skills by introducing a range of different sports and activities</p> <p>Focus particularly on those children who do not take up additional PE & sport opportunities PP, SEN, FSM children</p> <p>Develop the Forest School provision further and make it more accessible to all year groups</p> | <p>A wider variety of sports/activities to be trialled, either delivered by teachers/ Embark or external provision</p> <p>Target these children and remove any barriers to participation ie) kit, cost etc Target these children in lessons but also at afterschool clubs.</p> <p>Further sessions timetabled in the school timetable.</p> <p>Ensure staff allocation/availability to assist Forest school leader.</p> | £4182 | <p>Opportunities for children to try new sports/activities in school.</p> <p>Offering tailored activities to encourage target groups to participate in sport.</p> <p>Children are engaged, enthusiastic and offered a variety of sports and physical activity sessions</p> <p>Help to raise academic standards and make learning more memorable whilst also being an opportunity for</p> | <p>A wider variety of activities and sports are on offer to children and clubs are full and popular.</p> <p>New activities become embedded in the PE programme such as Yoga, Pilates.</p> <p>Sustainable after school Sports Clubs attended by target groups. Increased participation by these target groups year on year. New activities trialled such as Kurling and Target games.</p> <p>Forest School is a popular timetabled activity for all year groups including FU</p> |

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| | <p>Purchase of additional waterproofs to replace damaged or increased class sizes.</p> <p>Improve forest school environment with replacement canopy</p> | | children who would benefit from nature therapy. | |
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| Key indicator 5: Increased participation in competitive sport | | | | Percentage of total allocation: |
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| | | | | 3.6% |
| Intent | Implementation | | Impact | £606 |
| 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: |
| Introduce additional competitive sports inter/intra for all children in school | Arrange inter sports competitions within and /or attend the EMBARK academy events .Hire transport where needed and pay staff to attend and travel with children to events. | £606 | Children enjoy participation in all sporting activities and to be made aware of events at a competitive level. | Children continue to participate and improve on their skills in sport. |
| Annual Sports day to be held during Summer 2 | Arrange Children into house colours of mixed ability, events are to be inclusive, opportunity to compete as an individual and contribute to team events. Rewards given and earned for both. Purchase medals and awards | | | Children enjoy taking part in the events and are enthusiastic and engaged and are encouraged to try their best. |

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| Signed off by | |
| Head Teacher: | |
| Date: | |
| Subject Leader: | |
| Date: | |
| Governor: | |
| Date: | |

