

# 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](http://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 2020/21	£3350.00
Total amount allocated for 2021/2022	£16,868.00
How much (if any) do you intend to carry over from this total fund into 2022/23?	£909
Total amount allocated for 2022/23	£16,880.00
Total amount of funding for 2021/22. To be spent and reported on by 31st July 2022.	£20,218.00

## 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><b>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</b></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><b>N.B.</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>	92.3%
<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>	92.3%
<p><b>What percentage of your current Year 6 cohort perform safe self-rescue in different water-based situations?</b></p>	100%
<p>Schools can choose to use the Primary PE and sport premium to provide additional provision for swimming but this must be for activity <b>over and above</b> the national curriculum requirements. Have you used it in this way?</p>	Yes/ <b>No</b>

## 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: £20,218.00		Date Updated: 17.6.22	
<p><b>Key indicator 1:</b> 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: 45%
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?:	
Continue to ensure all pupils participate in regular physical activities each day.	2 sports coaches leading activities during lunchtime break, chosen by the pupils. E.g. Football, dodgeball, netball, hockey, athletics etc.		£7377	Older children participate in regular exercise daily, by leading a variety of activities for younger pupils.  A much higher percentage of pupils participating in the in-school football league.	
Ensure competitive opportunities are fully accessed with a consideration for all year groups and activities.	Intra-school competitions constantly participated in, some for the first time this year. These include: rugby, dodgeball, football, athletics and netball. Sports coaches used to support the teacher in training up the teams.		£450	Improved sporting achievements in some sports, including 1 <sup>st</sup> place in the KS2 football tournament. 2 <sup>nd</sup> place in the NOSH cluster football tournament. 2 <sup>nd</sup> place in the whole school dodgeball tournament. Numerous 1 <sup>st</sup> , 2 <sup>nd</sup> and 3 <sup>rd</sup> place finishes in a KS2 athletics competition.	
Sustainability and suggested next steps:					
Provide a less 'sport based' activity during some break and lunch times for the less enthusiastic participants.					

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Targeted Bike Safety Training across both Key Stages, with an additional focus on Bike Repairs. Scooter Safety targeted at upper KS2	All Y6 pupils to take part in training by the end of the academic year. Reception participate in 'Tots on Tyers' Y4/5 participate in ScootSafe	£750	100% attendance across all 3 workshops.	
Increased confidence of Y6 children, when leading games / activities at lunch time.	Training given to Y5 children in the summer term, to officially be awarded with a Level 1 Dodgeball qualification. These games will then be delivered to other children in the next academic year.	£500	Children develop their own skills, growing confidence to branch into other sporting events.	

<b>Key indicator 2: The profile of PESSPA being raised across the school as a tool for whole school improvement</b>	Percentage of total allocation: 8%
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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:	Evidence of impact: what do pupils now know and what can they now do? What has changed?:	Sustainability and suggested next steps:
Improve the performance and the range of activities for pupils across all key stages	Purchasing new PE equipment, including PE Mats, agility tables, stop watches, netballs, basketballs, Frisbee targets, footballs, foam balls, quoits, batting tees, tennis balls, cones, hockey sticks and rugby balls.	£1670.45	Pupils have learned a wider variety of skill sets, applying them into numerous sports settings.  New skills have enhanced pupils' opportunities to participate in competitive competitions	Continued investment into a variety of PE equipment.

Key indicator 3: Increased confidence, knowledge and skills of all staff in teaching PE and sport				Percentage of total allocation:
				0%
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 develop whole school policy for assessing progress in PE, focusing on different skills and physical fitness during PE lessons, lunchtime and afterschool clubs.	All sports coaches, who lead PE or lunchtime activities, are trained to use the PEPassport APP to monitor and assess pupil progress against National Curriculum objectives.	N/A	All pupils being efficiently monitored on whether they are achieving year group expectations. Additional evidence provided, outside of PE lessons, to back up teacher assessment of greater depth.	Provide CPD for all new staff on the use of the PEPassport App and the delivery of high quality PE lessons.
Staff given the opportunity to observe PE specialists, and other teachers, deliver high quality teaching of PE skills.	Each year group continues to follow the same activity each half term, with the skills differentiated, making it much easier to see clear progression throughout the year groups. ECT work closely with specialist coaches during ECT time for their own CPD	N/A	ECT more confident when delivering PE. Clear progression is evident through the skills children are being taught.	

Key indicator 4: Broader experience of a range of sports and activities offered to all pupils				Percentage of total allocation:
				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:	Evidence of impact: what do pupils now know and what can they now do? What has changed?:	Sustainability and suggested next steps:
Participation in new sports such as: rugby, cricket, rounders, athletics, netball, tennis.	<p>Taster sessions of tag rugby, tennis, athletics and cricket provided to children in all Key Stages.</p> <p>PE units also reflect the variety of new sports:            Netball            Hockey            Rounders            Rugby            Badminton</p> <p>After school clubs link to new sports:            Badminton            Archery            Golf</p>	£585	Children excited to try new sports and the skills taught in previous PE lessons are being applied and implemented.	Introduce an even wider range of new sports, implementing them through after school clubs, PE lessons and lunchtime activities.

Key indicator 5: Increased participation in competitive sport				Percentage of total allocation:
				0%
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 increase the number of competitions and competitive sport opportunities and ensure competitive opportunities are fully accessed with a consideration for all year groups and abilities	Sign up for all every competition, in all Key Stages.  SportsCool coaches to provide extra training to all players who are interested, regardless of their playing ability. (Provided during break and lunchtime)	N/A – Links to Key Indicator 1	Improved sporting achievements in some sports, including 1 <sup>st</sup> place in the KS2 football tournament. 2 <sup>nd</sup> place in the NOSH cluster football tournament. 2 <sup>nd</sup> place in the whole school dodgeball tournament. Numerous 1 <sup>st</sup> , 2 <sup>nd</sup> and 3 <sup>rd</sup> place finishes in a KS2 athletics competition.	Continue to increase participation in competitive sports, improving our results.

Signed off by	
Head Teacher:	Miss. Danielle Dewhurst
Date:	17.6.22
Subject Leader & Staff Governor	Mr. James Astle
Date:	17.6.22