



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 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	£5,631.57
Total amount allocated for 2020/21	£24,549.00
How much (if any) do you intend to carry over from this total fund into 2021/22?	£13, 473.00
Total amount allocated for 2021/22	£19, 362.00
Total amount of funding for 2021/22. To be spent and reported on by 31st July 2022.	£32, 835.00

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>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>	
<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 2021.</p> <p>Please see note above</p>	72%
<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>	65%
<p>What percentage of your current Year 6 cohort perform safe self-rescue in different water-based situations?</p>	76%
<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>	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: 2021/2022	Total fund allocated: £32,835	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: 34%

Intent	Implementation	Funding allocated:	Impact	Sustainability and suggested next steps:
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:		Evidence of impact: what do pupils now know and what can they now do? What has changed?:	
Pupil voice indicated that children enjoyed the sports day experience and wanted greater opportunities to take part in similar activities at lunch times.	Ordered additional equipment	£370.41	A greater number of children are taking part in activities at lunchtimes increasing their physical activity, including those children who do not enjoy taking part in traditional activities such as tag or football.	A lunchtime club will run in the next academic year to provide a broader offering and teach children a greater number of activities.
The impact from the pandemic was decreased physical activity.	Funding towards trim trail improvements to support increased physical activity	£5000.00	The current trim trail is used regularly at lunch and break times by a wide number of pupils increasing their physical activity and varying the physical activity they are exposed to - greater use of gross motor skills supporting development of core and upper body. The current trim trail has been improved.	Maintenance for the trim trail will be supported through main budgets Consider if any additional equipment should be added next year
The impact from the pandemic was decreased physical activity. Additionally, parent voice indicated that scooter storage would support more physical activity coming to school.	Order linear scooter pod	£678.00	This has yet to be installed and so any impact will be seen in 2022/23. However, from pupil and parent voice we expect to see a large uptake in children who scoot or	Introduce linear scooter pod to the wider community.

Commented [TW1]:

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:
			cycle to school improving their opportunities for physical activity at the beginning and end of the school day. We also forecast it will increase participation in organised safe cycling in years 5 and 6.	
The impact from the pandemic was decreased physical activity. Deep dive identified behaviour difficulties stemming from lack of activity during playtime.	Order an ActivAll External Duo – 2 boards	£4000	These have only recently been installed and so impact has not been seen however from pupil voice we are expecting an uptake in physical activity, especially among those children who are reluctant to take part in traditional playground games and activities. Early indicators evidences that this is being well used and children are enthusiastic to use it and compete with each other	Introduce ActivAll walls to pupils and staff. Maintenance will be funded from main budgets
The impact from the pandemic was decreased physical activity. Deep dive identified behaviour difficulties stemming from lack of activity during playtime.	Order equipment for EYFS, KS1 and KS2 playtimes	£1233	New equipment arrived at the end of the academic year. resulted in some increased participation however a lack of direct instruction from adults meant it wasn't used as well as could have been. This will be the next step	Introduce new equipment to wider community, teach children how to use it properly.

Commented [TW1]:

Key indicator 2: The profile of PESSPA being raised across the school as a tool for whole school improvement	Percentage of total allocation:
	17.8%

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:	Evidence of impact: what do pupils now know and what can they now do? What has changed?:	Sustainability and suggested next steps:
Membership of AfPE to aid whole school improvement.	Membership purchased	£115.00	Health and safety practice reviewed in the school.	To introduce wider team to AfPE. Review PE risk assessment using AfPE guidelines.
Investment in OPAL outdoor learning to support active playtimes and lunchtimes is successful as evidenced in pupil and parent voice and reduction of behaviour incidents.	OPAL scheme invested in. Introductory meeting completed	£4750	To be implemented in academic year 2022/23 - evidence of impact can be monitored then	Working group to be established. Project to commence March 23

Key indicator 3: Increased confidence, knowledge and skills of all staff in teaching PE and sport	Percentage of total allocation:
	35.6%

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:
Teaching staff have greater confidence and knowledge of how to deliver high quality PE	External agencies providing ongoing team teaching	£11,678.50	Children are highly engaged and report enjoyment in activities. Deep dive identified next steps to support further coaching. Staff are being upskilled in the teaching of P.E and specific games. Reluctant participants are able to be better tailored to due to the greater number of adults participating in the lesson.	Revisit expectation with external agencies to ensure progression is being delivered. Talk to the children about which clubs could be run linked to the sports and activities which are being developed through the PE curriculum Track the number of reluctant pupils who are more engaged in PE

Key indicator 4: Broader experience of a range of sports and activities offered to all pupils	Percentage of total allocation:
	8.8

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:	Evidence of impact: what do pupils now know and what can they now do? What has changed?:	Sustainability and suggested next steps:
Introduce dodgeball as a lunch time and/or afterschool club	Invest in a dodgeball pack	£124	Due to an initial lack of resources, these clubs have yet to be implemented. However, from pupil voice we are confident that these diverse activities will lead to an increase in participation. Children are enthused to try different sports moving away from traditional sports such as football. This will also encourage reluctant children to participate as they don't enjoy traditional games which have been played	To introduce a lunch time or after school club To upskill staff to deliver clubs
Introduce archery to provide a wider offering of sport activities	Invest in archery bow pack	£920		To introduce an archery lunch time club or after school club
Introduce blind football to provide a wider offering of sport activities	Invest in blindfolds, footballs and goals	£524.46		To introduce a blind football lunch time club or after school club
Introduce Quidditch to provide a wider offering of sport activities	Invest in Quidditch equipment	£1320		To introduce a Quidditch lunch time club or after school club

Key indicator 5: Increased participation in competitive sport	Percentage of total allocation:
	3.4%

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:
To increase the amount of children who can take part in gymnastics after school club.	The purchase of: mats benches	£1,131.89	Two qualified gym instructors are employed by the school. This with the added equipment means that the school will be able to have a competitive gymnastics program allowing us to participate in inter-schools competitions.	The delay in the equipment meant that this club couldn't run. This will run in the next academic year.

Signed off by	
Head Teacher:	A.Powell (Acting Head of School)
Date:	30.8.22
Subject Leader:	J. Hyams
Date:	20.7.2022
Governor:	
Date:	