

# 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://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	£16,500
How much (if any) do you intend to carry over from this total fund into 2021/22?	£0
Total amount allocated for 2021/22	£16,500
Total amount of funding for 2021/22. To be spent and reported on by 31st July 2022.	£16,500

## 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. <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>	
What percentage of your current Year 6 cohort swim competently, confidently and proficiently over a distance of at least 25 metres? <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. Please see note above	N/A – Finish at Year 5
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	N/A – Finish at Year 5
<b>What percentage of your current Year 6 cohort perform safe self-rescue in different water-based situations?</b>	N/A – Finish at Year 5
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?	<b>Yes/No</b> – Catch up swimming for year 5 who missed out in COVID.

## 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:	Date Updated:	
<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				Percentage of total allocation: 15%
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:
We aim to demonstrate the benefits of regularly exercise to all of our children. We believe this is vital after a number of years of various lockdowns and self-isolation periods.	<p>We encouraged use of outdoor equipment during playtimes – purchased new equipment such as footballs, hoola hoops, balance beams.</p> <p>We provided afterschool clubs for all year groups including reception – provided by professional coaches in sports such as archery, cricket.</p> <p>Other clubs provided by teachers with equipment funded through PE Premium.</p>	£2,500	<p>High uptake of afterschool clubs within each class.</p> <p>Children engaged in exercise at play times and lunch times.</p>	<p>To identify the preferred clubs and keep them running at the appropriate time of year.</p> <p>Continue to communicate with pupils about their interests and offer a broad range through subsidisation.</p>
<b>Key indicator 2:</b> The profile of PESSPA being raised across the school as a tool for whole school improvement				Percentage of total allocation: 16%
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:
Coming out of various lockdowns and isolation periods, we wanted to be aware and make the children aware of mental wellbeing. We wanted children to understand the process of healthy minds being just as important and healthy bodies; and how exercise can improve both of these.	<p>We invested in a number of well-being books and resources to support the mental health of the pupils as well as to support the post-Covid recovery curriculum.</p> <p>We have a number of children who we can see the impact of lockdowns have impacted their self believe and their ability to lose graciously. Through Thrive sessions they have worked on these areas to help develop them as individuals and as sports men/women.</p> <p>We have also ensured that we have allowed children the opportunity to take part in competitive sport and allow them the chance to be successful and unsuccessful.</p>	<p>£100</p> <p>Thrive: £2076</p> <p>Coach: £425</p> <p>Total: £2,601</p>	<p>Visible changes in impacted children and wellbeing is now seen as a vital part of school life. Children know they are able to talk to adults in their settings.</p> <p>Children have been involved in multiple competitive competitions and have won 2 and lost in 1. Children were gracious in both their successes and their losses at competitive sports.</p>	<p>These books will remain a resource that we can use to support the mental well-being of our pupils.</p> <p>We will continue to offer Thrive as a school and support those children who will benefit most from this resource.</p> <p>Continue to offer chance to play competitive sports.</p>

Key indicator 3: Increased confidence, knowledge and skills of all staff in teaching PE and sport				Percentage of total allocation:
				12%
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:

All staff to feel confident teaching PE and differentiating to appropriate levels.	<p>A new long term curriculum has been designed in order to meet the needs of the children within their new class groups.</p> <p>A progression of skills has been created to allow teachers the confidence in progressing PE within the year groups.</p>	New curriculum and additional staff training £2,000	Pupils are partaking in a brand new scheme that is personalised to this schools setting. Children are more active and have a greater interest in sports as evidenced by the increase in participation through sports clubs both inside and outside of school.	To continually monitor the success of this new scheme. Identify what areas are working now then build on that success. We also should identify what needs further work and make changes/amendments to this where and when appropriate.
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<b>Key indicator 4:</b> Broader experience of a range of sports and activities offered to all pupils	Percentage of total allocation: 32%
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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:
<p>Additional achievements:</p> <p>New sports clubs to be offered to engage children in sports they haven't previously played.</p> <p>Outdoor Adventure activities provided for all children within school.</p>	<p>New partnership to be created with a professional sports coaching company – Sports Challenge.</p> <p>Enough staff qualified to ensure OAA is taught once per week for younger children and bi-weekly for older children.</p> <p>Residential trip to be subsidised so all children are allowed the opportunity.</p>	<p>£ Forest school £4500 Staffing and training plus resources</p> <p>Subsidised travel to adventurous activities £350</p> <p>Subsidised residential £480</p> <p>Total: £5330</p>	<p>New clubs including VX and archery club were very popular with children.</p> <p>Pupils have been able to experience a variety sports which has given them a different route to success, this has allowed some of pupils who aren't as strong in some of the traditional sports to find success and interest in other activities such as archery.</p> <p>Pupils will have the opportunity to go away from home and to experience a variety of adventurous activities – some of which many have not ever experienced such as abseiling.</p>	<p>Continued development of OAA - progression of skills to be created and implemented.</p> <p>Continue to build partnership with Sports Challenge, offering 2 clubs per week by coaches.</p> <p>Continue to develop interest in new sports – Quiddich.</p>



Key indicator 5: Increased participation in competitive sport				Percentage of total allocation:
				25%
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:
<p>To allow the children the opportunity to take part in competitive sporting competitions with other schools.</p> <p>The children haven't had these opportunities for 2 years during the pandemic, and it is vital for their growth to have this chance. Playing competitive sports allows children the opportunity to win and lose, and practise skills with a goal of playing in a fixture.</p>	<p>Take part in external competitive competitions – football and hockey.</p> <p>All children have had the opportunity to take part in a sports day – competing against their peers.</p> <p>External coaches provided training for clubs, allowing children to develop their skills under a professional coach.</p>	<p>£300</p> <p>External coaches into school and TA support</p> <p>£1470</p> <p>£300 medals and trophies and rewards</p> <p>New equipment for coaching in netball, football and hockey</p> <p>£2,000</p> <p>Total: £4,070</p>	<p>Pupils enjoyed the competitive element and comparing themselves against local schools and each other.</p> <p>Many of our children have joined local clubs that they hadn't before. Parents also responded well to this, particularly after discussions explaining the importance of physical exercise on the mental well-being of their children.</p> <p>Pupils experienced sports day and were rewarded for taking part and their successes.</p>	<p>Continue to build relationships with local schools post lockdown and create a timetable of competitive sports to take part in.</p>

Signed off by

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Supported by:



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Date:	6.7.22
Subject Leader:	Adam Burke
Date:	6.7.22
Governor:	FGB approval
Date:	6.7.22