

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	£0
Total amount allocated for 2020/21	£19350
How much (if any) do you intend to carry over from this total fund into 2021/22?	£2800
Total amount allocated for 2021/22	£19430
Total amount of funding for 2021/22. To be spent and reported on by 31st July 2022.	£22230

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 2020.</p> <p>Please see note above</p>	90%
<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>	90%
<p>What percentage of your current Year 6 cohort perform safe self-rescue in different water-based situations?</p>	Some could not perform due to COVID-19 restrictions around shared equipment

	50%
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: 2021/22		Total fund allocated:		Date Updated: November 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:
Increase pupil activity throughout the school day by providing a range of activities and resources.	<p>Playleader training</p> <p>Y4 and Y2 skipping</p> <p>After school club targeting inactive children or those who have not participated in clubs.</p> <p>Cycle race training for Year 5 pupils - 1 full day, half day and BLP competition.</p> <p>Sports leaders club to support physical activity in school.</p> <p>Provision of a range of afterschool clubs.</p> <p>Brain break activities throughout</p>		<p>Part of the 25% allocated to BLP</p> <p>£4857</p> <p>Resources for playtime boxes - approx. £500</p>	<p><u>The planned impact:</u></p> <p>All pupils are more active during the school day.</p> <p><u>The Evidence will be:</u></p> <p>Club registers</p> <p>Observe playtime activity levels</p> <p>Record of active brain breaks used.</p> <p>Number of pupils involved in cycle race training.</p>	

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	the day. Playtime boxes and resources to promote active playtimes - to be used by play leaders and lunchtime staff.			
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:
<p>Increased focus on health and activity to increase alertness of pupils during the school day.</p> <p>Development of cross curricular skills through PE - including areas such as leadership, resilience, determination team work and oracy.</p> <p>Use of PE and Sport to develop pupil confidence, enjoyment and pride in school achievements.</p>	<p>Continuation of MyPB to support school ethos of motivation and perseverance = success.</p> <p>PE planning linked to LTP (where possible) to make links with in class learning - African themed dance etc</p> <p>Pupils will begin to make links to other areas of learning (making learning stick - staff training). Share school activities and achievements on class dojo.</p> <p>Sports leaders to run events and assemblies promotion PESSPA.</p>	<p>Part of the 25% allocated to BLP</p> <p>£4857</p>	<p><u>The planned impact:</u></p> <p>Improved oracy and improve use of key terminology and increased vocabulary within PE lessons.</p> <p>Pupils able to explain where they need to improve and what they need to do in order to improve.</p> <p>Pupils develop leadership skills and teamwork skills.</p> <p>Confident pupils who take pride in their achievements.</p>	

	Use of Sport Ed model across KS2 to promote leadership opportunities for all children and to support school values.		<u>The Evidence will be:</u> Pupil and staff voice related to PE	
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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:
Improved quality of PE within school to develop competence and confidence of pupils. To develop pupils basic movement literacy To provide challenge to more able students	Dance CPD for staff teaching PE CPD tailored to support needs highlighted in staff voice. Joint observations, team teaching, joint planning offer available. Membership of Youth Sports Trust Membership of AfPE YST CPD workshop for PE leaders. Programme delivery support from	Part of the 25% allocated to BLP £4857 Dance CPD - enquires ongoing Approx. £6000 Premier Sports	<u>The planned impact:</u> Improved quality of PE throughout school More able pupils will be challenged within lessons <u>The Evidence will be:</u> Pupil and staff voice related to PE	

	<p>Premier Sports - Staff CPD</p> <p>Use of quick wins to encourage staff to show high quality 'basics' in PE.</p> <p>Arrange joint observations with Brigshaw Learning Partnersip (BLP) PE lead</p>			
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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?:
Provide a broad range of sports and activities to engage all pupils within school making sure we are addressing disadvantaged, girls & inactive pupils.	<p>Use of personal challenge to allow all pupils access to some level of competition if they are unable to engage with after school provision.</p> <p>Provision of Cycling taster sessions and cycling competitions with pro ride during school day for a full year group.</p> <p>Provision of dance in a day project.</p>	<p>Part of the 25% allocated to BLP £4857</p> <p>Approx. £1000 for Year 4 adventure day</p> <p>Approx. £1000 to provide transport for</p>	<p><u>The planned impact:</u></p> <p>Children will be enjoying a range of sports, competitions and activities</p> <p><u>The Evidence will be:</u></p> <p>Pupil and staff voice related to PE</p> <p>Registers of pupils attending events/clubs</p> <p>Swimming data</p>

	<p>Paralympic taster sessions and Paralympic festival for all year 3 pupils.</p> <p>Provision of summer term after school alternative sports clubs (tchoukball, archery, fencing, boxercise, ultimate frisbee) to target inactive students.</p> <p>2 badminton festivals and competitions.</p> <p>Provision of two additional cross country events.</p> <p>Provision of skipping workshops and skipping events for all year 2 and 4</p> <p>Provision for handball, dodgeball and tag rugby in large school sports day</p> <p>Additional 'top up' swimming for non swimming pupils - providing an opportunity for those who have missed swimming in KS2 to be able to swim.</p> <p>Adventure Day - year 4?</p> <p>PE leader to use student voice to identify sports and activity</p>	<p>pupils to events</p> <p>Approx. £5000 for 'top up swimming' and transport.</p>		
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	preferences of pupils - ongoing Transport arranged for children to attend events - Paralympics, skipping, additional swimming, swimming gala,			
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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:
	Provision of a comprehensive calendar of competitions for all year groups. Big Sports day: all year 4,5,6 2X Athletics y3/4/5/6 2X Badminton y4-6 3X Cross country Y4,5,6 Cycling Y5 Dance in a day KS2 X2 Multi skills Y1, Y2. 5X Netball y4-6 Paralympics comp, Y3 Rounders Y4,5,6 X1 Swimming gala Year 3-6 Second swimming gala X2 Skipping comp Y2, Y4 Tag rugby Y4,5,6 X2 Girls Sports Festivals. Badminton festival Badminton competition Big Sports Day that allows all pupils in year 4, 5 and 6 to represent their school in a range of sports and in A, B and C teams Use of personal challenge to allow all pupils access to some level of competition if they are unable to engage with after school provision.	Part of the 25% allocated to BLP £4857		

	<p>To promote inter school sports competition. To engage pupils in inter school sports competition.</p> <p>To arrange transport, attendance and involvement in partnership sports competitions.</p> <p>To plan intra school competition to link to the PE topic - see additional plan for competitions linked to units.</p> <p>Build on COVID-19 friendly sports day from 2021-22 following positive feedback from staff and parents. Smaller scale, less pupils out at any time and more participation for all.</p>			
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Signed off by	
Head Teacher:	
Date:	
Subject Leader:	
Date:	
Governor:	
Date:	