

Evidencing the impact of the Primary PE and sport premium

Website Reporting Tool

Revised July 2022

Commissioned by



Department
for Education

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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 | £5,980 |
| Total amount allocated for 2020/21 | £18,890 |
| How much (if any) do you intend to carry over from this total fund into 2021/22? | £11,019 |
| Total amount allocated for 2021/22 | £18,640 |
| Total amount of funding for 2021/22. To be spent and reported on by 31st July 2022. | £29,659 |

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> | % 75 |
| <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> | % 62 |
| <p>What percentage of your current Year 6 cohort perform safe self-rescue in different water-based situations?</p> | % 54 |
| <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 |

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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: | |
| 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: % 17 |
| 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 encourage physical activity during breaktimes and lunchtimes introduction of OPAL across the school | OPAL play project implemented from May 2022 | | £5,050 | Children are already more engaged with playtimes and being more active | This will continue to next year where children's experiences will be even greater with more areas/activities added. |
| Key indicator 2: The profile of PESSPA being raised across the school as a tool for whole school improvement | | | | | Percentage of total allocation: %18 |
| 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: |
| Afterschool Football coaching by FLOW Afterschool sports club SST to enable more children to access competitions. | All children to have the opportunity to play football or another sport that they are not so familiar with, | | £5,630 | Children took part in the Herald cup from this club. All children who attended were fully engaged and profile of girls football raised. | To continue with this provision. |

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|--|--|--|---|--|
| | | | Children also attended tournaments in basketball and golf | |
|--|--|--|---|--|

| | |
|--|---------------------------------|
| Key indicator 3: Increased confidence, knowledge and skills of all staff in teaching PE and sport | Percentage of total allocation: |
| | %37 |

| 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: |
| SST support 2 coaches per week covering all classes for one session to enable the teacher to feel more confident in leading PE sessions | Teachers feel more confident to lead PE and the profile of PE lessons will be raised. | £11,000 | Teachers are now more confident in delivering and assessing PE lessons on a weekly basis | Teachers to take over the teaching of PE more regularly and to implement afterschool clubs. |

| | |
|--|---------------------------------|
| Key indicator 4: Broader experience of a range of sports and activities offered to all pupils | Percentage of total allocation: |
| | %23 |

| 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>Forest school offered to all children 1 day per term</p> | <p>Children to be more active and to use the environment to create spaces and areas for play and exploration.</p> | <p>£6,120</p> <p>£897.08 set up</p> | <p>Children will see the natural surroundings of the school as a learning opportunity and enjoy being outside whatever the weather!</p> | <p>To continue with this provision and extend the area even further.</p> |
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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: |
| Sports days with medals and trophies SST arranged competitions attended | Trophies/ medals to be purchased and engraved. | £958 | Pupils are better at showing good sportsmanship. | To continue this and to sign up to SST competitions again next year. To add more competitive sports into the sports days. |

| | |
|-----------------|-----------------|
| Signed off by | |
| Head Teacher: | Matt Rawling |
| Date: | 31/07/22 |
| Subject Leader: | Jaclyn Kay |
| Date: | 31/07/22 |
| Governor: | Sue Butterworth |
| Date: | 31/07/22 |