

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	£
Total amount allocated for 2020/21	£17717
How much (if any) do you intend to carry over from this total fund into 2021/22?	£7000
Total amount allocated for 2021/22	£17712
Total amount of funding for 2021/22. To be spent and reported on by 31st July 2022.	£24712

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. 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	Summer 2022
What percentage of your current Year 6 cohort swim competently, confidently and proficiently over a distance of at least 25 metres? 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. Please see note above	53%
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	47%
What percentage of your current Year 6 cohort perform safe self-rescue in different water-based situations?	57%
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?	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:	Date Updated:		
<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:	
			58%	
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: £14,233	Evidence of impact: what do pupils now know and what can they now do? What has changed?:	Sustainability and suggested next steps:
Continued from 2020 due to coronavirus suspending some activities: 1) To continue the increase in children's physical activity through the Daily Mile and Active Break/Lunch times.	Sign up for the Active 30 pledge. Monitor how this is being achieved through Daily Mile recording/awards for improvements. Support PE TA to run exciting physical activities at play time with the focus on all children taking part in at least one activity each week (targeting the least active children which have been identified through questionnaires). Use 15mins of the extended 30min play times to give children an opportunity to run the Daily Mile in their bubbles. Record results/set personal challenges from this.	£5,000	Pledged on the Active 30 online hub (20 mins per day). Every day the children take part in the Daily Mile (15 mins) and their distance/personal challenges are recorded. At the end of each week, the overall results for each class are analysed in a spreadsheet and personal challenges set for the children. Rewards for meeting targets to include healthy smoothie making/fruit platters.	Highly sustainable as resources e.g. spreadsheets have been made and passed up from the previous year. Sustainable as timetables allow an allocated time during the academic day for physical activity (outside of the curriculum PE sessions). Rewards are sustainable but will need to be budgeted for in advance in the future. Bands are sustainable as they have a great warranty and a relatively cheap to replace the batteries in.

	MOKI BANDS purchased for KS2 - Active Blasts encouraged weekly or whenever children need a 'brain break'.	£2400	Each week the data for each class is reviewed and new challenges/personal targets are set. In Year 4, a child with typically low active engagement boosted their physical activity from around 3000 steps a day to 8000+ after only two weeks of using the bands.	Next steps: Review effectiveness of the MOKI bands yearly/compare to other activities offered. Ensure children are still engaged/enjoying taking part through asking classes.
2) Improve the equipment offered to children during outdoor play to encourage better engagement with physical activity.	Purchase permanent goals with basketball, football and mesh fencing to attach other equipment to.	£6833	Pending Summer 2022	
				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: £4000	Evidence of impact: what do pupils now know and what can they now do? What has changed?:	Sustainability and suggested next steps:
1) Majority of PE sessions are taught by our fully qualified Sport Leader/Teaching Assistant. Continued from 2020 due to coronavirus suspending some	Sport Leader to continue to raise PE profiles throughout the school by running additional clubs outside of regular school hours. This includes weekly afterschool clubs and camps during the school holidays.	£1400	Breakfast club table tennis/pool/strategy board games runs five mornings a week and has regular attendance from at least two thirds of the overall intake. Running/multi-skills club runs twice a week offering non-mainstream sports/activities that have appealed to a large range of children including those from underrepresented groups.	Highly sustainable as this role could be taken on by a PE coordinator if necessary. Sustainable as children could take

<p>activities: 2) Increase attendance of underrepresented groups by securing places in after school clubs and offering opportunities to take part in an exciting range of physical activities during the day. E.G. Dance club run by year 6 at lunch time.</p> <p>3) Create a PE reading spine for children to access to encourage love of sport and reading.</p>	<p>Continued use pupil voice (taking particular notice of children with low attendance) to develop activities that are offered throughout the day. Ensure a member of staff is available to support the different activities. Wider range of equipment purchased in order to increase enthusiasm.</p> <p>Pupil voice used to create a fun, reading spine offering children the chance to learn about new sports, great athletes and foster a love of all things PE.</p>	<p>£2400</p> <p>£200</p>	<p>Multi-skills camps run during the Easter and Summer holidays offering places to underrepresented groups.</p> <p>Increased attendance in various classes in 2019/2020. E.G 71% of Y6 children now attend an after-school sports club compared to approximately 48% last year.</p> <p>Those which would normally avoid physical activity, now have a safe space where they can engage with sport through reading and have exposure to PA with the hope that they will want to eventually join in.</p>	<p>over responsibly for clubs (supported by staff), after short-term Sports Leader training.</p> <p>Next steps: Continue to work alongside the pupil voice PE Council to discuss how the PE profile can be further raised. Continue to build the reading spine whenever funds permit e.g. when we have free book tokens.</p>
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<p>Key indicator 3: Increased confidence, knowledge and skills of all staff in teaching PE and sport</p>	<p>Percentage of total allocation:</p>
	<p>6%</p>

Intent	Implementation		Impact	
<p>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:</p>	<p>Make sure your actions to achieve are linked to your intentions:</p>	<p>Funding alloc: £1600</p>	<p>Evidence of impact: what do pupils now know and what can they now do? What has changed?:</p>	<p>Sustainability and suggested next steps:</p>

<p>1) Continue to provide staff training and development and quality ensuring its quality and impact in the classroom.</p>	<p>PE coordinator to closely monitor the quality of planning and assessment in all year groups and provide termly feedback to senior leaders.</p> <p>PE Leader to attend PE Network Meetings and LA cluster meetings termly.</p> <p>Teaching assistant with specialism in PE (previously sports apprentice) to be present in all PE sessions including swimming to offer support and expertise, and ensure that more able children are challenged.</p>	<p>£1600</p>	<p>All year groups have comprehensive planning saved onto the school system and pre/post assessments carried out for each unit within PE (hard copies can be accessed in each classes PE file.)</p> <p>Assessments show that children's skills are improving particularly in areas such as games and this can be seen when comparing assessment grids across the year.</p> <p>PE Network Meetings attended alongside LA cluster meetings to increase participation in interschool competitions/festivals which are now organised and ran by our local cluster rather than SSP. Our school hosts two festivals a year for the local cluster.</p>	<p>As all staff have worked alongside PE coordinator/sports apprentice they have reported to feel more confident when teaching PE.</p> <p>This should be sustainable for future members of staff as current staff should be able to impart their knowledge successfully. There is also a PE fil of planning, resources and assessment sheets available in school's online system.</p> <p>Next steps: PE coordinator to brief/support and train any new staff members. PE coordinator to attend meetings/courses and feedback any relevant information during staff meetings within school.</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: 6%

Intent	Implementation		Impact	
<p>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:</p>	<p>Make sure your actions to achieve are linked to your intentions:</p>	<p>Funding alloc:£1500</p>	<p>Evidence of impact: what do pupils now know and what can they now do? What has changed?:</p>	<p>Sustainability and suggested next steps:</p>

<p>1) Offer a wide range of activities outside of the curriculum to all the year groups.</p>	<p>Offering before and after school activities led by staff.</p> <p>Offering activities within school led by sports leaders.</p> <p>Offering multi-skills clubs ran by staff during the school holidays.</p> <p>Attend various festivals within the local community.</p>	<p>£1500</p>	<p>Before school breakfast club activities offered to all children from years 1-6.</p> <p>After school physical activities offered to all children from years 1-6.</p> <p>Competitive football offered one night a week to upper KS2 (extended to lower KS2 in the summer).</p> <p>Easter/Summer multi-skills camps offered to years 1-6.</p>	<p>Highly sustainable as all before, after school clubs and holidays camps are ran by staff within the school except one which is not funded by the Sport Premium.</p> <p>Next steps: Continue to offer a varied range of activities around the curriculum for all children to enjoy. Monitor the attendance of these clubs, ensuring that underrepresented groups are able to attend as many as they wish (free of charge). Start coaching sessions ran by staff in sports (evening and weekends).</p>
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Key indicator 5: Increased participation in competitive 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 alloc:£3000	Evidence of impact: what do pupils now know and what can they now do? What has changed?:
Continued from 2020 due to coronavirus suspending some activities: 1) Children gain a better understanding of competitive gameplay through attending festivals and holding inter-school competitions.	<p>Take part in local cluster festival programme. Host two festivals for other children in the area to attend.</p> <p>Take part in School Games programme. Aim for Gold Award.</p> <p>Train sports leaders yearly to run inter-school competitions.</p> <p>Engage in football matches with other schools from the local area.</p>	£3000	<p>Intraschool competitions ran once every half term by sports leaders and PE coordinator during lunch time. E.g. Dodgeball in the summer term.</p> <p>Interschool activities ran by each school in our LA cluster group and attended at least once every term.</p> <p>Evidence from 19/20- Participation has steadily increased over the year with the school taking part in 12 festivals/competitions this year compared to 10 the previous year.</p> <p>Year 5/6 attended a rugby festival in Autumn 2018 which all children enjoyed and five have since gone on to join a local rugby club.</p> <p>15 children from years 3-6 attended the Level 2 cross-country event and all competed it. Two children finished two 20 out of 150.</p>
			<p>Sustainability and suggested next steps:</p> <p>Sport leader programme should be sustainable as the current Year 5 cohort should be able to retrain future leaders before they depart from the school.</p> <p>The festivals could be less sustainable due to funding of transport. This will need to be carefully considered but if we would be unable to fund this, festivals could be arranged with other schools in the local area.</p> <p>Next steps: Monitor the attendance of both intra and interschool school festivals to ensure we meet the requirements of the School Games Gold award.</p>

			7 Level 2 School Games have been attended/applied for in 19/20. 5 local cluster festivals have been attended (two scheduled to be held but postponed due to Covid-19).	
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Head Teacher:	S Cornforth
Date:	11/01/22
Subject Leader:	H. Milne
Date:	10/12/21
Governor:	
Date:	