

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	£4112
Total amount allocated for 2020/21	£16870
How much (if any) do you intend to carry over from this total fund into 2021/22?	£2797
Total amount allocated for 2021/22	£16920
Total amount of funding for 2021/22. To be spent and reported on by 31st July 2022.	£19717

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 2022.</p> <p>Please see note above</p>	57%
<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>	57%
<p>What percentage of your current Year 6 cohort perform safe self-rescue in different water-based situations?</p>	57%
<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>	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: 21%	
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>Ensure at least 30 minutes of activity timetabled for each day – through Daily Mile (15 mins), 15 mins of break time and 30 mins lunch time. Sports Crew leaders to deliver and encourage physical activity through inclusive and KS1/lower KS2 targeted games during break times.</p> <p>2 hours of curriculum PE minimum per week timetabled and guaranteed.</p> <p>Forest Schools timetabled for Y3/4 in Autumn, Y5/6 in Spring, Y2 in Summer term.</p>	<p>Use staff meeting time to discuss timetabling and effectiveness of Daily Mile.</p> <p>Undergo Sports Crew training for Year 5.</p> <p>Organise games and rota for Sports Crew to ensure coverage across the week and specificity of activities for targeted children.</p> <p>Staff to attend Forest School sessions to support and gain CPD</p> <p>Purchase outside storage container to increase space in hall – particularly enabling KS2 more space and movement in PE lessons</p>	<p>£0 Part of MSA membership (2 years paid for in 2019/20)</p> <p>£2700</p> <p>£1000</p>	<p>Children understand and value the Daily Mile – can comment on effectiveness for learning, self regulation, mental health and wellbeing (gathered via pupil voice conversations and class discussions)</p> <p>Sports Crew can plan and lead activities independently. Y2 in particular have responded very well and are regularly engaged in physical activity.</p> <p>High level of pupil voice and autonomy with Forest Schools – children regularly engaging in active play and active learning during sessions – children experiencing opportunities for well over 30 minute per day exercise.</p>	<p>Continue to train Sports Crew in Y5 to enable continuation when Y6 leave as it ensures there is no delay whilst new sports crew children await training.</p> <p>Staff to continue to attend Forest School with children to gain CPD. Aim to progress to school staff leading sessions in future.</p>

Key indicator 2: The profile of PESSPA being raised across the school as a tool for whole school improvement				Percentage of total allocation:
				54%
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:
Physical activity is used to support learning in all year groups, particularly gross motor skills, phonics, spelling, grammar, punctuation and maths, improving learning outcomes. Key competencies and vision characteristic are developed through alternative sport provision.	Employ Sports TA – to work with specific children and deliver active interventions to support learning, self-regulation, behaviour and mental wellbeing. TA to accompany children to festival and competitive events – enabling school to attend more events (reducing impact on class teachers being out of school). Forest Schools sessions to focus on key competencies such as teamwork, communication, cooperation, listening. Teachers to liaise with instructors to discuss needs of children.	£7500 £2700	Teachers and TAs using active learning and games effectively to support and engage children in their learning. Forest Schools supports key competencies and characteristics development. Children able to identify what they have learned and gained from Forest Schools – class discussions and evaluations after sessions. Teamwork, cooperation and independence evident following successful Year 5/6 residential trip.	Further CPD for TAs to ensure active learning is a useful tool during interventions. Monitor opportunities for active learning in classes – use staff meetings to develop and share ideas. Share active learning strategies with parents – through workshops – to help with home learning and engagement with learning at home.

Key indicator 3: Increased confidence, knowledge and skills of all staff in teaching PE and sport				Percentage of total allocation:
				10%

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:		Evidence of impact: what do pupils now know and what can they now do? What has changed?:	Sustainability and suggested next steps:
Pupils are taught by confident, knowledgeable, skilled staff in a range of sports providing progression of skills and challenge, particularly for the pupils who are confident in sport or who engage with a specific sport outside of school.	<p>Send staff in new year groups on courses provided by MSA to address gaps in confidence, skills or knowledge –</p> <p>Ensuring quality and confidence of teaching across school.</p> <p>Ensure equipment and resources are available to support teaching of PE and sport.</p> <p>Ensure LTPs are checked and resources are available for teachers when required.</p> <p>PE leader to attend PE network meetings to further develop leadership knowledge.</p> <p>Teachers observe specialist coaches when teaching KS2 dance and supported by Sports TA in Y3/4.</p>	<p>Supply £1000</p> <p>equipment £300</p> <p>Dance coach £500</p>	<p>Teachers confident to teach the PE curriculum and support, engage and challenge children. Teachers in new year groups/key stage supported by Sports TA and PE leader to plan and teach.</p> <p>PE equipment and resources available and used effectively to teach the curriculum.</p> <p>PE leader up to date with locality competitions, CPD, local issues and networking with colleagues in other schools.</p> <p>Staff more confident teaching specific sports following CPD. Children receiving high quality PE lessons in a range of sports/areas.</p> <p>Y5/6 incorporating skills from dance lessons in end of year production – showing impact of high quality teaching.</p>	<p>Teachers continue to build knowledge and experience.</p> <p>Increase teaching assistants' knowledge of teaching PE and PE skills.</p>

Key indicator 4: Broader experience of a range of sports and activities offered to all pupils			Percentage of total allocation: 19%
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>Participate in MSA festivals and competitive events. Ensure range of children are given opportunity to represent the school.</p> <p>Provide experiences and different opportunities for children through experience days, workshops and extra-curricular clubs.</p>	<p>Document participation in events and ensure all children in KS2 have opportunity to represent the school competitively or at a festival event.</p> <p>Offer football and karate as extra-curricular clubs.</p> <p>Employ specialist coaches to teach dance.</p> <p>Maximise space for sports and activities in the hall – storage solution needed</p> <p>Forest Schools offering alternative active learning opportunities.</p>	<p>MSA £0 paid for 2 years</p> <p>£500</p> <p>£1000</p> <p>£2700</p>	<p>Children have had lots of opportunities to compete, work with and mix with children from other schools – this has been essential and beneficial following covid disruption.</p> <p>Year 6 children have been able to meet children from other primaries – that may be going to the same secondary – which is helpful for transition from a small school.</p> <p>Opportunities through MSA to take part in water sports e.g. water polo is something the school would otherwise be unable to offer.</p> <p>This gave children the chance to try a new sport.</p> <p>Local, MSA and NEARS school links were used organise more friendly competitive opportunities which has enabled more children to represent the school and provided challenge for the football team.</p> <p>More space in the hall has enabled PE lessons to continue as normal during times when outdoor weather was unsuitable. This has particularly benefitted KS2 children who have been able to run and use the space more effectively in the hall and KS1 who have been able to continue PE in all weather.</p> <p>Continue subscription to MSA</p> <p>Maintain strong links with other schools nearby – continue to provide friendly opportunities and ensure more children can represent the school.</p>

Key indicator 5: Increased participation in competitive sport				Percentage of total allocation:
				~1%
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>Sports crew to prioritise engaging all pupils and generating activities that will appeal to a wider range of children. Sports Crew to run activities for morning break and at lunchtime – targeting KS1 involvement.</p> <p>More children have opportunities to compete against other schools and opportunities to develop confidence and leadership.</p>	<p>Sports Crew to develop and focus on activities or challenges focused on personal best, personal targets and competition with self – useful to targeting specific children that are not engaged by competition.</p> <p>Organise friendlies with NEARS schools/nearby schools to give more children opportunities to represent school and gain competitive experience.</p>	<p>MSA £0</p> <p>£300 equipment</p>	<p>Sports Crew have clear intentions in their approach – they focus on activities that are accessible to all and show a good awareness of STEP principle – making adaptations to activities to make it harder/easier/more accessible when needed.</p> <p>School football team won NEARS tournament and progressed to regional small schools final. Competitive friendlies against other strong local teams. More children represented the school.</p>	<p>Introduce challenges for the week and raise profile beyond break time – use teachers/assemblies to keep track of achievements and engagement in sports crew activities. Sports Crew to select star of the week or similar initiative to boost engagement.</p> <p>New lightweight goals purchased – can be put up and taken down quickly – enabling us to host football friendlies.</p>

Signed off by			
Head Teacher:	Lorraine Kenny	Governor:	Rebecca Harrison
Date:	18.7.22	Date:	18.7.22
Subject Leader:	Max Pitt		
Date:	6.7.22		