

Evidencing the impact of the Primary PE and sport premium

Website Reporting Tool

Revised July 2021



Commissioned by



Department
for Education

Created by



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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](#).



Details with regard to funding

Please complete the table below.

Total amount carried over from 2019/20	£0
Total amount allocated for 2020/21	£18525
How much (if any) do you intend to carry over from this total fund into 2021/22?	£0
Total amount allocated for 2021/22	£18517
Total amount of funding for 2021/22. To be spent and reported on by 31st July 2022.	£18,517

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>	54%
<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>	54%
<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

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:		
<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:
<p>Participate in Forest School, working to build upon skills and techniques acquired, deepening learning.</p> <p>Develop team building and problem solving skills alongside a love for outdoor play.</p>	Children in each year group are to participate in a 6 week block of Forest School, led by somebody who implements a progressive and levelled award system.	£5000	<p>Feedback from the sessions has been extremely positive now that Forest School has greater direction. Children always look forward to participating in their 6-weekly block, developing a love of outdoor play, evident through them asking throughout the year when they get to go again.</p> <p>Skills were tracked weekly following a progressive and levelled award system, with all children making progress from their start point and achieving certification.</p> <p>Team work and problem solving skills notably improved through with children being more persistent in pursuit of the end goals.</p>	<p>Repeat and continue to monitor impact.</p> <p>Consider training somebody to become a Level-3 Forest School Lead to provide further opportunities for outdoor-learning.</p>
To work towards every child undertaking 30 minutes of physical activity within the school day.	Children are to complete a measured circuit of their playground, acquiring a band for every lap – children are to acquire bands daily, working towards their active 30 minutes and running the distance of a marathon.	£400	To be assessed upon implementation.	

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:
Improve the attainment of children in maths.	<p>Assess and identify children who are require further intervention in maths.</p> <p>Children are to participate in a Maths on the Move intervention, aimed to improve their knowledge and understanding on place value, mental addition and subtraction, times tables (including associated division facts) and fractions through practical activities. Children are to be assessed throughout the year.</p>	£2,500	Children are well engaged in lessons and keen to participate. Maths on the Move has had a positive impact with children commenting/noting down on a scale pre- and post- how their confidence has grown. 97% of children have improved their scores as a result of the intervention. Children have also commented on how they enjoy working practically which helps them to understand. Children are subject to a variety of activities, via a carousel, broadening their experiences of a range of activities as well as contributing to their 30 active minutes in the day.	
Improve the equipment within the school, including inspections and repairs.	Purchase further equipment that will enable the children to participate in a range of activities, including competitive sport.	£2000	As a result of the equipment that has/will be bought, children have been able to participate in higher quality PE lessons.	<p>Encourage respect for and appropriate storage of equipment.</p> <p>Complete an audit to identify any other equipment required for delivery of high quality PE lessons.</p>
Improve physical activity during lunch times.	Purchase equipment to encourage the children to be physically active during their lunch time.	£3,000	Notable increase in the number of children who are physically activity during their lunch break. Children are keen to get outside and ask for the equipment. Children report that it's fun to have something to do and be creative in making their own games.	<p>Encourage respect for and appropriate storage of equipment.</p> <p>Next steps: Provide resource cards containing game ideas to encourage children and staff alike to lead games/ Select children to complete a play leaders training to promote further physical activity during school time.</p>

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:
Develop staff confidence in the planning, delivery and assessment of PE.	Purchase Get Set 4 PE – PE lesson plans to support the implementation of teaching progressive skills and assessment from EYFS – Year 6.	£550	Baseline questionnaires were completed by members of staff – staff to complete questionnaires again in a year’s time. In early discussions, staff have said (verbally) that the lesson plans are easy to follow/implement.	Look for further CPD opportunities in those areas for which staff have requested. Re-develop the curriculum map.
Develop staff confidence in the support and delivery of swimming.	Find CPD appropriate for staff members who are taking their classes swimming next year to complete.	£250	To be assessed upon completion.	Staff members to liaise with the swimming teacher and support children alongside the swimming teacher to deliver swimming, working towards the national curriculum guidelines whilst also having notes to refer back to/share with others.
Develop staff confidence in the support and delivery of PE	Find CPD appropriate for staff members to improve their subject knowledge and delivery.	£2500	To be assessed upon completion.	Staff members to have resources/notes to refer back to to assist them with the planning, delivery, differentiation and assessment of gymnastics.

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?:	Sustainability and suggested next steps:
Raise the profile of safer travel to and from school.	Children in years 3 -6 to participate in the Bikeability Programme. Nursery are to participate in Balance Ability.	N/A	Nursery children showed great engagement and enjoyment, with many children having greater confidence, from being unable to balance on a bike before, to riding a balance bike independently. All children in years 3 and 4 who participated received level 1 certification. All children in years 5 and 6 who participated received level 2 certification.	Continue to invest time into the Bikeability programme to continue to raise the profile of safer travel to and from school. Explore the Living Streets initiative to encourage children to travel to school in a sustainable way (walk, cycle, scoot). Purchase balance bikes to enable children to continue to practise and further develop their skills.
Additional school swimming	Additional swimming lessons for year 6 children working towards the national curriculum targets.	£1600	Increase in percentage of children achieving the national curriculum targets.	

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:
Increase participation in inter-school competitions.	Provide free clubs to encourage engagement in competitive sport. Release class teachers from their teaching duties to take children to competitions. Hire transport to enable children to attend competitions. Enter a football league.	£717	N/A – Covid-19	Increase focus on personal challenge and intra-school competitions where possible. Participate in any virtual challenges that may arise.