

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](#).



Created by:



Supported by:



Details with regard to funding

Please complete the table below.

Total amount allocated for 2021/22	£17470
Total amount of funding for 2021/22. To be spent and reported on by 31st July 2022.	£17470

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	
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 2021. Please see note above	32%
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	32%
What percentage of your current Year 6 cohort perform safe self-rescue in different water-based situations?	32%
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 – Only a limited number of swim sessions have been available at the pool during 2021-2022. Prior to this the children were unable to access swimming lessons due to COVID.

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:		
Key indicator 1: The engagement of all 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: 54%	
Intent	Implementation	Funding allocated:	Impact	Sustainability and suggested next steps:
<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>To increase the amount of physical activity carried out by all children in our school as part of our commitment to promoting healthy, active lifestyles.</p> <p>To encourage active play during break and lunch times.</p> <p>To use physical activity to promote learning across the curriculum.</p>	<p>Make sure your actions to achieve are linked to your intentions:</p> <p>Use of Carre’s Outreach coaching to provide extra-curricular clubs (lunch/ after school) across a range of age groups.</p> <p>Playground Buddies have been trained to support and encourage children to take part in playground games, using specific equipment.</p> <p>Playground markings designed to encourage physical play, provide outdoor sensory circuits and learning across the curriculum.</p>	<p>£1683</p> <p>£1000</p> <p>£6785</p>	<p>Evidence of impact: what do pupils now know and what can they now do? What has changed?:</p> <p>Increased uptake of pupils accessing extra-curricular clubs with all clubs at full capacity</p> <p>Engagement with local schools through inter-school competitions. Increased resilience and sportsmanship demonstrated and recognised by other local schools</p>	<p>Offer a wider range of extra-curricular clubs so that all children have the opportunity to partake in activities that they may not do so beyond the school day.</p> <p>KS2 pupil leadership is to be introduced</p> <p>Introduce a ‘Sports Council’, led by Sports Ambassadors from each KS2 class, to enable pupil voice to be heard.</p> <p>TA to be employed as a sports coach offering 3x per week after school club sessions to target identified children to become more active.</p> <p>Purchase Orienteering and Cross-Curricular Outdoor Learning</p>

				<p>package to support physical activity across the whole curriculum.</p> <p>Raise importance of the Daily Mile.</p> <p>Track children’s participation in school sport and physical activities.</p> <p>Lunchtime Supervisors to receive CPD to support positive, active play at lunchtime.</p>
<p>Key indicator 2: The profile of PESSPA being raised across the school as a tool for whole school improvement</p>				<p>Percentage of total allocation:</p> <p>10%</p>
<p>Intent</p>	<p>Implementation</p>		<p>Impact</p>	
<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 allocated:</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>To provide regular opportunities for children to engage in sport and physical activity</p>	<p>Carre’s Outreach</p>	<p>£1683</p>	<p>Newsletters shared with parents</p>	<p>Reintroduction of well-being days mapped out across each term – Mindfulness Monday, Well-being Wednesday, Fun, Fit Friday etc – for whole school to access to improve mental health and the recognition of how physical activity is linked to well-being.</p> <p>Increased range of extra-curricular activities for children to engage in.</p> <p>Nutritional Food workshops to be accessed by all classes.</p>

				<p>Children to access Bikeability to promote physical activity and to ensure use of cycles is done safely. Promote the importance of 'green' travel.</p> <p>Lunchtime Supervisors to receive CPD to support positive, active play at lunchtime.</p> <p>Sports Newsletters and social media continue to celebrate the school's involvement in many initiatives and events.</p> <p>Improved sharing of sporting events through photographs, newsletters, social media and the school's website.</p>
--	--	--	--	---

Key indicator 3: Increased confidence, knowledge and skills of all staff in teaching PE and sport	Percentage of total allocation:
	26%

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 improve the teaching of PE across the curriculum.	Release time for PE Subject Lead to attend local SADO meetings and PE Forum.	£486	PE Subject Lead has increased confidence to promote and support PE across the school.	PE Subject Lead to access a Level 6 PE Subject Leadership Course to facilitate improved quality of education in PE.
To work collaboratively with specialist coaches to enhance current opportunities.	Release time for PE Subject Lead to develop PE across the school	£162	Children have had the opportunity to partake in a range of sporting opportunities arranged by the PE Lead – Tennis, Cricket	Staff to receive CPD opportunities to support subject knowledge for quality first teaching.
To provide staff with professional development to help them teach PE and	Specialist coaches to team teach with staff to promote quality	£1683		

<p>sport more effectively.</p>	<p>teaching in PE.</p> <p>PE Dance CPD to support teacher's knowledge and delivery of quality dance lessons</p> <p>New sport equipment and resources bought to ensure quality equipment is available to facilitate quality delivery of the PE curriculum.</p>	<p>FOC</p> <p>£2256</p>		<p>Development of Forest School and CPD for staff to facilitate effective delivery of learning.</p> <p>Purchase Orienteering and Cross-Curricular Outdoor Learning package to support physical activity across the whole curriculum and increase staff subject knowledge of how to incorporate physical activity at every opportunity.</p> <p>Purchasing of a new PE Scheme – Complete PE.</p>
--------------------------------	---	-------------------------	--	--

<p>Key indicator 4: Broader experience of a range of sports and activities offered to all pupils</p>	<p>Percentage of total allocation: 10%</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 allocated:</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>To provide opportunities for children to experience new, different and a wide range of sporting activities.</p>	<p>Carre's Outreach delivering a wide range of lunch-time and after school extra-curricular activities e.g. Disney Club, Superheroes Club.</p> <p>Training of new Playground Buddies by Sports Coach to promote positive play on the playgrounds.</p>	<p>£1683</p>	<p>Children have enjoyed accessing the different clubs. The clubs offered have been well attended.</p> <p>Increased confidence of the Playground Buddies when supporting positive play with groups of children.</p>	<p>Offer a wider range of extra-curricular clubs so that all children have the opportunity to partake in activities that they may not do so beyond the school day.</p> <p>TA to be employed as a sports coach offering 3x per week after school club sessions to target identified children to become more active.</p>

				<p>PGL experience to introduce children to a wider range of activities.</p> <p>Develop a 'Sports News' led by the children to report on competitions.</p> <p>New equipment to further enhanced PE provision and improve quality of teaching.</p>
--	--	--	--	--

Key indicator 5: Increased participation in competitive 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:	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 continue to take part in School Games To achieve the School Games Mark	Children have taken part in School Games which have provided opportunities for the children to be involved against other local schools. This has been organised by Carre's Outreach.	£1683	The school has been awarded the Bronze School Games Mark for 2021-2022. Attendance at sports competitions. Recognition of children's attitude to sports of the School Games Values and evaluation from other schools. Regular updates to parents in the school newsletter. Competitive Sports Day accessed by all children. Children much more aware of the competitive nature of sports competitions. Increased resilience, sportsmanship, teamwork etc.	The school will maintain a minimum standard of Bronze whilst striving to achieve the Silver Mark. Develop a 'Sports News' led by the children to report on competitions.

Signed off by	
Head Teacher:	Nicola Malthouse
Date:	31.07.2022

Created by:



Supported by:



Subject Leader:	Georgia Lilley
Date:	31.07.2022