

Evidencing the impact of the Primary PE and sport premium

Website Reporting Tool

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](https://www.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	£0
Total amount allocated for 2020/21	£21,840
How much (if any) do you intend to carry over from this total fund into 2021/22?	£0
Total amount allocated for 2021/22	£21,570
Total amount of funding for 2021/22. To be spent and reported on by 31st July 2022.	£21,570

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 2022. Please see note above	60%
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	60%
What percentage of your current Year 6 cohort perform safe self-rescue in different water-based situations?	100%
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: 2021/22		Total fund allocated:	Date Updated: 23.6.22	
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: 54%
Intent	Implementation	Funding Allocated	Impact	Sustainability and suggested next steps
Increase activity levels for all children across the school. Embed physical activity into the school day with a focus on active playgrounds. Ensure children have a range of opportunities to be active by providing suitable equipment.	Purchase playtime equipment for both playgrounds. Ensure quality equipment covering a variety of activities is purchased to develop fitness and sporting opportunities for all children.	£1121.58	Developing an ethos of health, fitness and exercise from Year R-6 and beyond. Equipment provides play and active opportunities for disadvantaged pupils who may not have access to such equipment outside of school. Less disputes between children due to boredom/inactiveness. Fitness trackers and heat mapping show an increase in activity levels when equipment is available.	Next step: Continue to monitor equipment provision and develop play leaders for KS2 playground as used on KS1 playground. Use pupil voice to suggest further opportunities for active playtimes. Continue to use active trackers to monitor activity levels – introduce trackers to more year groups.
Continue class termly Personal Active Challenges to increase the amount of regular physical activity across the school.	Complete Personal Challenges to record results twice termly but practiced regularly. <i>Term 1: Football Dribble</i> <i>Term 2: Pass Around</i> <i>Term 3: Tuck in and out</i> <i>Term 4: The Bounce</i> <i>Term 5 and 6: Speed Bounce</i> Purchase equipment required to complete challenges (stopwatches, balls, etc)	£228.84	Quantitative results generated Personal challenge progress often increased between first and last week of term.	Continue to analyse data collected to identify target groups needing active interventions.

Ensure all children are physically engaged in PE lessons at all times by providing suitable and quality PE equipment for all lessons.	Carry out a stock check of equipment. Replace old/broken equipment.	£3635.13	Children are more active during lessons as they are excited and engaged by quality equipment. Less sharing resulted in more time spent being active rather than watching/waiting.	Continue to monitor equipment for all lessons taught in school.
Purchase Activall boards and stands	Install Activall boards for use at breakfast/afterschool club, playtimes and for additional rewards.	£7100	Increased involvement in active play across all year groups.	Continue to use young leaders to lead activities using the boards. Look to use for competitions between classes.
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	Funding Allocated	Impact	Sustainability and suggested next steps
Train Year 5 pupils in leadership with a focus on leading lunch/playtime activities.	Train all Year 5 children in being Play Leaders to deliver a range of physical activities to KS1 which will highlight the importance of sport and being active and will encourage younger children to follow their example.	Play Leader training delivered as part of PASS Silver Membership £6800	Year 5 children more active but also will lead to KS1 children being more active at playtimes and being more engaged in activities.	Year 5 to become Year 6 play leaders and share their learning with others. Continue to build on their leadership training.
Celebrate children being active in school and out of school.	Present Active Champion awards weekly in each class. Celebrate Sports Day stars, sports achievers, personal challenge improvers, etc in assemblies. Purchase medals/certificates to help raise the profile of sport and inspire others to be more active.	£453.76	Children more active and feel that PE and sport is valued. Children inspired to be active and get involved in sport.	Update sport at home display board to reflect new sports/achievements. Continue to celebrate sports in class and in assemblies regularly.

Introduce the Bound to Beijing Challenge.	Involve the whole family in becoming more active and to learn together about the importance of active lifestyles. Use the Get Set Bound to Beijing initiative.	£0 (free online event)	Families involved and inspired to try new things. Less active families reported they enjoyed being active with new free ways of getting moving at home.	Continue to share free ways to get moving with families. Look at ways to involve families in personal challenges.
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Key indicator 3: Increased confidence, knowledge and skills of all staff in teaching PE and sport				Percentage of total allocation:
				15%
Intent	Implementation	Funding Allocated	Impact	Sustainability and suggested next steps
CPD through PASS for a range of teachers across the year. Focus on gymnastics due to learning missed during COVID years.	<p>Training provided for two teachers a term in delivering PASS schemes of work supported by a PE specialist.</p> <p><i>Term 1: Year 5 Football</i> <i>Term 2: Year 2 Gymnastics</i> <i>Term 3: Year 3 Gymnastics</i> <i>Term 4: Year 4 Gymnastics</i> <i>Term 5: Year 1 Gymnastics</i> <i>Term 6: Year R Games</i></p> <p>Ensure all teaching is of a 'Good' or better standard.</p>	Included with PASS Silver membership £6800	<p>Staff CPD logs – positive feedback Children making progress in lessons.</p> <p>Staff attending CPD and utilising information and ideas learnt.</p> <p>Quality of teaching improved as well as increased staff confidence in delivering lessons and therefore the provision children receive has improved.</p>	<p>Staff to utilise support offered and use techniques and ideas in other activity areas.</p> <p>Staff to attend further CPD as required.</p> <p>New staff and ECTs supported with using PASS SOW.</p>
Key indicator 4: Broader experience of a range of sports and activities offered to all pupils				Percentage of total allocation:
				6%
Intent	Implementation	Funding Allocated	Impact	Sustainability and suggested next steps
Specialist PE teacher to deliver an after-school sports club to increase the range of sports and activities offered to children across year groups.	<p><i>Term 1: Year 3 and 4 Multi-Sports</i> <i>Term 2: Year 2 Multi Sports</i> <i>Term 3: Year 3 Multi Sports</i> <i>Term 4: Year 5 and 6 Multi Sports</i> <i>Term 5: Year 1 Multi Sports</i> <i>Term 6: Year 5 Play Leaders Training</i></p>	Included with PASS Silver membership £6800	<p>Clubs well attended, and attendance maintained.</p> <p>Competitions entered as appropriate to link with activity area. Pupil voice taken on choice of future clubs/sport.</p>	<p>Continue to offer a wide provision of Sports Clubs and activities.</p> <p>Signpost children to similar outside of school clubs.</p>

Increase mental and physical well-being (My Happy Mind Subscription)	Encourage all pupils to take ownership over their health and well-being both physically and mentally.	£1316.64	As a result of increased mental health awareness and techniques taught to deal with stress/nerves/anxiety, children are able to apply their skills to sporting situations and activities. Children previously identified as reluctant to join in with sport due to shyness and nerves, now have the toolkit to access a wider range of activities.	Continue to monitor how increased mental health benefits children in accessing a wider range of activities and broadens their knowledge of how the two are interlinked.
Taster sessions in less 'traditional' sports.	Deliver taster sessions in Korfbal, Cheerleading, Yoga and Kinball to children across all year groups. Show the children that there is a wide range of sport to choose from.	£0 (free sessions)	Children in Year R-4 all involved in taster sessions with an uptake in participating in the sport outside of school as well as in school clubs.	Signpost children to new sports clubs they can join and continue to offer taster sessions to all children to enable them to find a sport they love.

Key indicator 5: Increased participation in competitive sport				Percentage of total allocation:
				7%
Intent	Implementation	Funding Allocated	Impact	Sustainability and suggested next steps
All children to have experience in team and individual competition. Personal challenges set termly for all children. Extra-curricular clubs enable a route into competitive sport. All children to compete in a school-wide Cross Country event, a virtual athletics event and in a house tournament.	Ensure children have equipment needed to train and compete in chosen sport (e.g. netball posts for all playgrounds). Provide transport to events.	£564.20	Children given opportunities to compete in order to learn valuable life skills linked to winning/losing.	As COVID continues to cause less issues, introduce more outside of school competitive events. Identify those ready to compete at a higher level whilst continuing to offer all pupils a chance to compete in sport at an intra-school level.

Signed off by	
Head Teacher:	
Date:	
Subject Leader:	K. Holt
Date:	27.06.22
Governor:	
Date:	