

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

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>	100% based on 2020 information
<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>	100%
<p>What percentage of your current Year 6 cohort perform safe self-rescue in different water-based situations?</p>	Teacher has gone through self-rescue techniques on dry land. Children have also had a water safety input summer 2021.

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 – no access to swimming pool – Covid then refurbishment

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: October 2021	
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: %
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>Provide a range of sports clubs throughout the school year to encourage participation in physical activity and provide more opportunities for children to take part in physical activity both at lunchtimes and after school</p> <p>Purchase equipment for specific use at lunchtimes to promote physical activity.</p> <p>Development of outdoor and adventurous activities for children in KS2 – Carlton Lodge to book as an annual event</p>	<p>Increase lunchtime clubs offered to all children. Involvement of MSAs to run daily lunchtime clubs.</p> <p>Energy leaders to be trained to ensure sustainability with a mobile pupil population – energy leaders to run sports activities with both younger and older children</p> <p>Increase the range of sports clubs on offer through specialists and coaches</p> <p>Purchase of equipment to be available during lunchtimes – spinning plates, games (badminton)</p> <p>For children in KS2 to develop their skills in a wide range of outdoor and</p>	<p>MSA £2089</p> <p>Training for energy club leaders £100</p> <p>Sporting Start after school sport club £1260</p> <p>£2000</p>	<p>Increased participation in clubs, the range of clubs and amount of sports from last year.</p> <p>Children run playtimes for children. Self-developing and fit for purpose. Year 5/6 children run clubs as part of their leadership work.</p> <p>Equipment purchased to date available for use at lunchtimes to encourage physical activity.</p> <p>Children to develop confidence and skills in outdoor and adventurous activities</p>	<p>Audit the attendance at clubs.</p> <p>Questionnaires for pupil views on clubs and what they would like to see in the future.</p> <p>Access different sports to broaden children’s experiences further – build on achievement in this – look at outdoor and adventurous activities and mapping the school grounds for orienteering.</p> <p>Train Energy Leader again</p> <p>Questionnaires for children about active lunchtimes – gain pupil views on further</p>	

	adventurous activities	Accounted for below		equipment they would like to have available.
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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	Funding allocated:	Impact	Sustainability and suggested next steps:
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?:	
Pupils see PE and sport as an integral and automatic part of their lives at school and at home, becoming more physically active. Display in school to promote PE achievements and events Assemblies to award certificates for swimming Sports Day medals	Display up to date throughout the year to promote sport in school. Friday celebration assembly used to award certificates for swimming and also any sport children are involved in outside of school. Children are encouraged to bring awards into school to share with the school community – display board of achievements in the hall	£1000 £167.10 swimming badges £58.78	Increase in children competing in sport competitions Children have their achievements celebrated and valued Refer to competitions indicator – this has supported the profile of sport being raised across the school	Maintain the % of children take part in competitive activity. Ensuring it is part of what they do at school. Role models – local sporting personalities invite into school so pupils can identify with success and aspire to be a local sporting hero – use military links as many personnel are successful across a range of sports

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

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:
<p>Additional achievements: Provide a range of activities which explore children’s interests and give a variety of experiences.</p> <p>Continue to offer a wide range of activities both within and outside of the curriculum to get more children involved. Focus particularly on those who do not take up additional PE and Sport opportunities.</p> <p>Develop opportunities for pupils to access community sport in order to develop social skills, leadership and communication outside of school.</p>	<p>Grounds mapped for orienteering</p> <p>Skip to be fit</p> <p>Balance Bike day – EYFS</p> <p>Carlton Lodge – annual KS2 event</p> <p>All Pupils to complete survey to establish most popular sports. Top sports for each year group to be provided primarily through extracurricular clubs, but try to provide opportunities in PE.</p> <p>Top sports requested by least active group to be provided</p> <p>Monitor uptake of clubs and actively encourage pupils from the least active group to attend activities they have requested.</p>	<p>£1000</p> <p>£500</p> <p>£2000 approx</p>	<p>See key indicator 1 for club evidence</p> <p>Experiencing different sports</p> <p>Experiencing a wide range of outdoor and adventurous activities that they may not get the opportunity to take part in</p>	<p>Look at the possibility of holding intra-school competitions</p> <p>Pupil voice – which sports would children like to try</p> <p>Use funding to get providers into school offering a wide range of sports</p>

	<p>Access alternative sports as taster sessions such as Judo and Golf. Climbing wall and orienteering</p> <p>Forest schools offered by Sporting Start</p>	<p>£1000approx</p>	<p>Allowing children to take part in activities to broaden their experience. Staff (Teaching) to earn their Forest Schools Level 1 (enables them to teach forest schools)</p>	
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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:
Engage more pupils in sports competitions regardless of their ability Increase opportunities for children to take part in school competitions	Children to take part in competitive events	£800 – bus throughout the year £1000 sporting start – facilitating and running competitions for the Sports Partnership £52 dance festival	2021-22 intra-school events taking place - Dodgeball	Look at the possibility of setting up intra school competitions Increase participation of KS1 and KS2 children in competitions

Signed off by	
Head Teacher:	Julie Lyon
Date:	October 2021
Subject Leader:	Amy Newton
Date:	October 2021
Governor:	Jim Brown

Created by:



Supported by:



Date:	November 2021
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