

# 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](http://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	£
How much (if any) do you intend to carry over from this total fund into 2021/22?	£1646 (additional swimming underspend)
Total amount allocated for 2021/22	£17610
Total amount of funding for 2021/22. To be spent and reported on by 31st July 2022.	£19256

## Swimming Data 2021-2022

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. <b>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</b>	
What percentage of your current Year 6 cohort swim competently, confidently and proficiently over a distance of at least 25 metres? <b>N.B.</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	93%
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	86%
<b>What percentage of your current Year 6 cohort perform safe self-rescue in different water-based situations?</b>	100%
Schools can choose to use the Primary PE and sport premium to provide additional provision for swimming but this must be for activity <b>over and above</b> the national curriculum requirements. Have you used it in this way?	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: 2021/22		Total fund allocated: £19256		Date Updated: 31.07.2021	
<b>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</b>					Percentage of total allocation: 39%
Intent	Implementation		Impact	Sustainability and suggested next steps:	
<b>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:</b>	<b>Make sure your actions to achieve are linked to your intentions:</b>	<b>Funding allocated :</b>	<b>Evidence of impact: what do pupils now know and what can they now do? What has changed?:</b>		
Increased participation in physical activity at lunchtime and after school for children from all year groups.	Training for Sports Leaders to develop sport activities at lunchtime supported by specialist sports coach. Lunchtime support twice weekly for Sports coach to lead activities and support children to lead independently other days of the week. Resources purchased to support lunchtime activity across the school. Release time for PE Leader to monitor physical activity at lunchtime and adapt provision so that more children are actively engaged in sessions. Increase the range of physical after school clubs available to enable all children to access at least one club	£7500	Attendance at clubs is consistent and shows good engagement from all groups. Links made with competitive sports and children do well in local sports fixtures  Links made with local sports clubs so that children are able to participate within the wider community.	Sports leaders have had a positive impact on activity at break and lunchtime. They have benefitted from the adult support twice weekly which has made this option sustainable across the whole week. Using Sports Leaders in assembly to share activities and expectations has also increased participation. Existing sports leaders to train the new leaders alongside sports coach so that activities are available from the start of the academic year. Pupil voice conversations have noted that the children enjoy their role and think that it is	

	<p>in addition to their regular PE and active lunchtime provision. Leadership time to consult with sports leaders and children across school to target additional provision to support increased participation.</p>			<p>worthwhile. They understand the benefits of physical activity. Survey of children resulted in adapted provision across the year to support increased engagement. After school sports clubs are available for five additional sessions per week which mean that every child has access to at least two additional clubs weekly. In addition a paid club is available provided by a private sports coach. Engagement in participation events targeted at less active children from school. Targetted after school clubs resulted in all places being taken in the spring term and additional provision in the summer term offered.</p>
<p>Additional swimming provision to ensure all children are confident swimmers by the time they leave KS2</p>	<p>Additional term of swimming for children in Year 3 and Year 4 to encourage more confidence in swimming and increased attainment and enthusiasm by the end of KS2. Will address reduced opportunities for these children who could not participate in swimming during Covid lockdowns and current high waiting lists for swimming lessons locally.</p>	<p>£3293</p>	<p>Children will develop as confident swimmers.</p>	<p>This has had a positive impact although will need to continue as many children who previously would access private swimming lessons missed these during Covid due to the closure of leisure centres. 50% of children in current Year 5, which would be our usual cut off for swimming, are still unable to meet the expected standard so will be offered additional swimming in Year 6. This will be impacted by local</p>

				pool closures in the year 2022-2023
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<b>Key indicator 2: The profile of PESSPA being raised across the school as a tool for whole school improvement</b>				Percentage of total allocation:
				19%

Intent	Implementation		Impact	
<b>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:</b>	<b>Make sure your actions to achieve are linked to your intentions:</b>	<b>Funding allocated :</b>	<b>Evidence of impact: what do pupils now know and what can they now do? What has changed?:</b>	<b>Sustainability and suggested next steps:</b>
School to maintain Sports Mark award and participate in local competitions	Release for PE subject leader to support successful application for award. Additional funding for competition entries and to engage third party sports providers to widen opportunity for children in the local area.	£3600	PE is highly valued across school and children take pride in achievement of the award. Leaders value the positive impact of PESSPA on outcomes for pupils. Children understand and value the impact of sport on their health and wellbeing.	Local competition entries has now increased back to the previous levels. In addition sports leader has organised house competitions and local competitions to support engagement. Sports Mark Gold awarded 20.07.2022.

<b>Key indicator 3: Increased confidence, knowledge and skills of all staff in teaching PE and sport</b>				Percentage of total allocation:
				20%

Intent	Implementation		Impact	
<b>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:</b>	<b>Make sure your actions to achieve are linked to your intentions:</b>	<b>Funding allocated:</b>	<b>Evidence of impact: what do pupils now know and what can they now do? What has changed?:</b>	<b>Sustainability and suggested next steps:</b>

Teaching staff have regular CPD tailored to their own needs and knowledge. (3 hours per year for 7 teachers)	Team teaching with sports specialist termly to develop knowledge of sports activities appropriate to the age of their pupils. Where concerns identified additional training provided if necessary.	£3800  (£1000)	Quality of teaching of PE is at least good. Lessons taught by non-specialist teachers build skills and demonstrate progress across a unit of work for children of all abilities.	Teachers have benefitted from the support of the specialist teacher and report they feel confident to speak to the specialist teacher or subject leader if they need additional guidance. Additional planning guidance to be produced to support subject knowledge of non-specialist teachers to support high quality PE sessions.
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**Key indicator 4: Broader experience of a range of sports and activities offered to all pupils**

Percentage of total allocation:  
3%

Intent	Implementation		Impact	
<b>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:</b>	<b>Make sure your actions to achieve are linked to your intentions:</b>	<b>Funding allocated:</b>	<b>Evidence of impact: what do pupils now know and what can they now do? What has changed?:</b>	<b>Sustainability and suggested next steps:</b>
Opportunities for children to experience sports not included in curriculum provided through links with local sports clubs. <ul style="list-style-type: none"> <li>• Bowling</li> <li>• Tennis</li> <li>• Martial Arts</li> <li>• Dance</li> </ul>	PE lead to make links with local clubs to support sports development Release time for leader to support external sports providers in school	£600	Children will have a good understanding of the sports opportunities available to them outside of school.	Specialist days created for karate and cricket run by local providers. Links made with local clubs to increase participation in sports outside school School survey taken which identified the sports children engage in outside school and was used to target children who do not participate in external sports. School to explore options for after school clubs in addition

				to those offered by staff currently.
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Key indicator 5: Increased participation in competitive sport				Percentage of total allocation:
				8%
Intent	Implementation		Impact	
<b>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:</b>	<b>Make sure your actions to achieve are linked to your intentions:</b>	<b>Funding allocated:</b>	<b>Evidence of impact: what do pupils now know and what can they now do? What has changed?:</b>	<b>Sustainability and suggested next steps:</b>
Engagement in Local MAT competitions and sports cluster competitions to raise participation in competitive sports Organise local competitions within the village	Through local sports cluster take part in a range of competitions across the year. Invite other schools to participate in competitions organised by our specialist sports teacher and PE leader where gap in local provision is identified.	£1500	Children of all abilities will have an opportunity to participate in a range of competitions across the academic year.	Sports competitions have included: Local cross country – children from all ages progressed through to county competitions Local football league – school placed 3 <sup>rd</sup> , played Local netball competition. MAT netball competition – school placed 1 <sup>st</sup> MAT football league Next steps is to liaise with the local cluster to increase the number of activities which are non football as there are considerably more opportunities for football than other sports currently.

Signed off by	
Head Teacher:	Nicola Scott-Worthington
Date:	25.07.22

Subject Leader:	Sarah Parkin
Date:	22.07.22