

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:



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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	£18640
How much (if any) do you intend to carry over from this total fund into 2021/22?	£0
Total amount allocated for 2021/22	£18640
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>	64%
<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>	%
<p>What percentage of your current Year 6 cohort perform safe self-rescue in different water-based situations?</p>	%
<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>	Swimming not taught this year 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: 2020/21	Total fund allocated:	Date Updated:		
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: 22%	
Intent	Implementation	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:	Funding allocated:	Evidence of impact: what do pupils now know and what can they now do? What has changed?:	
To increase the active minutes offered during unstructured times (ie lunch/break times) Move to becoming an 'active school'	To develop 'Active Lunchtimes' through: Quality training provided to Midday supervisors and apprentice by SSP to develop sporting opportunities including: Positive Lunchtimes, Improving Wet Lunchtimes, Managing Behaviour, Games for Active Lunchtimes Training for Year 5/6 to be led by SSP (both classes) enabling them to lead structured play at lunchtimes. Purchase equipment and storage shed for use by play leaders and lunchtime supervisors at lunchtimes	Sports TA % £2436 EPIC coaches % £923 £739.65	Children have begun to raise their level of engagement within sporting activities but this has been heavily impacted by school closures, introduction of Year group bubbles etc. Very little outside CPD offered this year due to COVID restrictions Continued support and resources have been provided during COVID 19 to ensure that children are as active as possible during unstructured times. These times were well supported by EPIC coaches or the Sports TA to encourage more children to	Meet regularly with Sports ambassadors to plan and organise some small inter-house competitions which they could run at lunchtimes with the P.E. apprentice. Purchase more equipment specifically for use at lunchtimes/breaktimes

Raise attainment in swimming to ensure all pupils who leave at the end of KS2 can swim 25 m competently and have an understanding of water safety skills.			participate. Swimming Lesson did not take place this year due to COVID restrictions	Block lessons for Years 3,4,5 and booster sessions for those in Year 6 who still can't swim 25m
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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: 6%
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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?:
To reward and encourage healthy life choices and promote School values (Resilience, Healthy body and mind, Ambition and reflective) through Sports Facilitate partnership working, arranging opportunities for partners to deliver bespoke programmes Play leaders Provide training and leadership opportunities to Year 6 pupils. Support playground activities led by Play Leaders	Increase leadership opportunities. Increase opportunities for participation in sport and promote the values of a healthy lifestyle. CPD opportunities to be offered to staff members including; attendance at SSP Primary PE Conference and access to specific CPD courses (cost covered by subscription to SSP) Play leaders to run a programme of activities at break/lunch times on a rota basis	Part of entitlement through SSP package (% £1201)	As a result of providing pupils with more equipment at lunchtimes/breaktimes, suitable for confined spaces due to class bubbles, children were more active (Each year group had its own bag of equipment) Very little outside CPD offered this year due to COVID restrictions Use of play leaders has been heavily impacted by Covid restrictions/Year group bubbles.. As a result we will develop this next year.

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Key indicator 3: Increased confidence, knowledge and skills of all staff in teaching PE and sport Percentage of total allocation:
24%

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:
Increased confidence, knowledge and skills of all staff within the school. Monitor the quality of teaching in all year groups through lesson observations and pupil interviews.	Monitor the delivery of the new Get Set PE scheme which we have introduced. Conduct staff interviews/ survey. Purchase necessary equipment required to deliver Get Set 4 P.E. effectively Individual CPD sessions with teachers who feel less confident in teaching P.E. Lesson observations	Get Set 4 PE annual subscription £444 Cost of new equipment £739.65 Sports TA % £2436 EPIC coaches % £923	Get set 4 P.E. is now being delivered in all classes. Teachers are much more confident delivering lessons and are very positive about the scheme. There have been higher levels of engagement with the children too. These lessons were well supported by EPIC coaches or the Sports TA to encourage more children to participate and improve effectiveness of lessons. A new yearly overview has been produced in line with Get Set 4 PE to ensure the curriculum is aligned to develop the fundamental skills and meet the National requirements across all year groups progressively.	Continue to ensure that skills and knowledge learned from Get set 4 PE and any CPD are embedded within PE and school Sport Provision Pupil Questionnaire on how the children find P.E. lessons particularly those based on Get Set 4 P.E.

			New P.E. equipment has been purchased so that Get Set 4 P.E. lessons can be delivered effectively.	
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Key indicator 4: Broader experience of a range of sports and activities offered to all pupils Percentage of total allocation:
25%

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 increase the amount of after school clubs, providing pupils with opportunities to be more active and lead a healthy lifestyle.	Put together a varied programme throughout the year that offer pupils a variety of sporting activities. To widen the choice of providers for quality first experiences. Develop tracking system in place to track children's participation in extracurricular sport.	Part of entitlement through SSP package (% £1201) Sports TA % £2436 Tutor fees £96 EPIC coaches % £923	Due to school closures and bubble restrictions on return, less clubs have been offered than intended this year. However additional sporting experiences have been offered at lunchtimes with each year group having access to their own equipment to develop various physical skills. Sports clubs which were offered towards the end of the school year were: Boxing Fitness (Years 4 and 6), Tennis (Years 3 and 4), Multi-

			skills (Years 3 and 5) – SSP coaches Cheerleading (external Coach)	
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Key indicator 5: Increased participation in competitive sport				Percentage of total allocation:
				24%
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>Increase participation in competitions and tournaments.</p> <p>Develop community links – building school sports teams in order to promote our school values – Resilience, Healthy body and mind, Ambition and reflectiveness</p> <p>To provide every pupil with the opportunity to participate in an inclusive and competitive sports event.</p> <p>To develop a love of sport amongst pupils and engage them in mass participation events aimed at increasing their enjoyment and promoting a healthy lifestyle.</p>	<p>Inter house sports competitions to be held once a term led by school ambassadors with all children involved Autumn Term- Sportshall Athletics Spring Term – Benchball Summer Term - Potted Sports/Sports Day</p> <p>Participation in sports festivals; a specific festival for each year group; Year 3 = Tag Rugby Year 4 = Cricket Year 5 = Athletics Year 6 = Tag Rugby The whole year group attending</p>	<p>Part of entitlement through SSP package (% £1201)</p> <p>Sports TA % £2436</p> <p>EPIC coaches % £923</p>	<p>In place of school closures/COVID restrictions on return we participated in virtual competitions rather than attend festivals. These included:</p> <p>Virtual Athletics Virtual ball skills Virtual Football Virtual basketball Olympic mixed Values</p> <p>In place of the cancelled School Games Mark 2019/20 we were awarded the Virtual School Games Mark for our commitment towards the school Games Virtual programme.</p> <p>Due to COVID restrictions we did not hold the inter house competitions in the Autumn and Spring Terms but we were able to hold an inter-house potted sports event and hold an annual Sports Day.</p>	<p>Continue to develop inter-school/level 2 competitions</p> <p>Re-introduce the sports specific festivals to each year group once restrictions have been lifted</p> <p>Develop whole school personal challenge activities.</p>

Signed off by	
Head Teacher:	Gemma Webb
Date:	
Subject Leader:	Denise Beech
Date:	
Governor:	
Date:	