

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](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	£ 19,600
How much (if any) do you intend to carry over from this total fund into 2021/22?	£5,388
Total amount allocated for 2021/22	£19,600
Total amount of funding for 2021/22. To be spent and reported on by 31st July 2022.	£ 24,988

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 2020. Please see note above	%
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	%
What percentage of your current Year 6 cohort perform safe self-rescue in different water-based situations?	%
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?	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: 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:
				10%
Intent	Implementation		Impact	
<i>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:</i>	<i>Make sure your actions to achieve are linked to your intentions:</i>	<i>Funding allocated:</i>	<i>Evidence of impact: what do pupils now know and what can they now do? What has changed?:</i>	<i>Sustainability and suggested next steps:</i>
Sports coach to support in adopting an active mile initiative integrating this at least once a week.	Timetable the weekly mile into each year group's week, as to ensure completion.	Coach to deliver sessions/club throughout the year (30 mins x5 days a week for 38 weeks £1665)		
To establish and broaden the variety of activities offered across school. (Continued from 2020/21)	Meet with MAT schools Discuss traditional, new and alternative sporting activities to offer Organise sporting events to be delivered	Funding allocated for sports coach time to prep and coach delivery directed sessions part of coaching.		
Sports coach to provide targeted activities for pupil premium children on a weekly basis.	Design appropriate clubs for PP children to partake in Speak to peers about children which these targeted clubs would most benefit Children to register interest Sessions to be delivered.	Funding allocated for sports coach time to deliver directed sessions (5x15 minute sessions per week for 38 weeks) £831		

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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:
				14%
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:
Sports coach to support to involve pupils each lunchtime and set up targeted activities on each playground using PlayPod. To be led by playpals (pupil leaders)	Sports coach to work with each year group throughout the week offering additional targeted provision (following government guidelines)	Sports coach to train pupils and monitor during lunchtimes and break times. 5 hours for training. Every lunch time for an academic year – 38 weeks. £3418.		
To provide targeted activities to involve and encourage the least active children with a range of ways to travel to school, commencing with walk to school week.	Sports lead/coach to introduce a monitoring chart regarding travelling to school. Chart to be displayed in school.			

Key indicator 3: Increased confidence, knowledge and skills of all staff in teaching PE and sport				Percentage of total allocation:
				47%
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 audit staff skills through questionnaire to provide staff with professional development, mentoring, appropriate training and resources to help them teach PE and sport more effectively.	Subject lead to create and send out staff questionnaire to all staff. Returned questionnaires used to inform twilight CPD sessions	Leadership time for auditing staff skills and collating information to provide CPD/ coaching plans.		
Create a supporting document of transferrable language to be used within PE. SW and ABo to embed this into all taught lessons, and when working with staff.	Subject lead to plan and deliver CPD to support staff areas of development.			
	Identify language which is transferrable across a range of sports	Leadership time and with PE lead , Coach (£70) and curriculum lead.		
	Create a supporting document to be implemented			
	Display supporting document in areas where PE is taught	Time to plan and coach sessions with staff £11673		
Providing staff with professional development, appropriate training and resources to help them embed physical activity through thematic learning opportunities.	Staff to implement thematic learning opportunities across their curriculum.	Time to plan and deliver bespoke training depending on school needs – at least 3 in house training sessions led by the PE lead – leadership time.		
Sports lead provide staff with professional development and appropriate training to allow staff to best support all attainment levels within their cohort.	Sports lead to design, deliver and support with further understanding a CPD opportunity supporting differentiation within PE.			

Key indicator 4: Broader experience of a range of sports and activities offered to all pupils				Percentage of total allocation:
				21%
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: Introducing a new range of sports and physical activities to encourage more pupils to take up sport through thematic learning opportunities embedded in a wide range of lessons.</p> <p>The curriculum is designed to provide a more and broadening variety of extra-curricular physical activities before, during and after school.</p>	<p>Collaborate with core leaders from other subjects to best deliver/promote thematic learning. Deliver a CPD session based around thematic learning.</p> <p>Sports lead and coach to utilize staff members to lead clubs they are confident in leading. Sports lead and coach to organise a range of sporting competition to be completed virtually.</p>	<p>Leadership time of different leads to collaborate with PE lead in this delivery.</p> <p>Funding allocated for sports coach time to prep and deliver directed sessions (5x 1h minute sessions per week for 38 week) £3331</p> <p>Additional external coaches to deliver gymnastics, street dance and relax kids. Approx costing: £2000.</p>		

Key indicator 5: Increased participation in competitive sport				Percentage of total allocation:
				8%
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:
Sports coach and lead to increase and actively encourage pupils participation in the School Games through entering into local leagues across a range of different sports through WASPS association.	Sports coach and lead to organise competition to target a range of abilities.	£2000		
Sports lead to organise more sport competition and tournament within the school and cross MAT.	Register interest in traditional, new and alternative events Partake in events offering opportunities to a range of students including SEND	Allocated as part of Key indicator 1		

Signed off by	
Head of School:	Claire Gibbins
Date:	08.11.21
Subject Leader:	Sam Worton
Date:	08.11.21
Governor:	
Date:	