

Evidencing the impact of the Primary PE and sport premium

Website Reporting Tool

Revised July 2021



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 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	£6361
Total amount allocated for 2020/21	£18,552
How much (if any) do you intend to carry over from this total fund into 2021/22?	£
Total amount allocated for 2021/22	£18,662
Total amount of funding for 2021/22. To be spent and reported on by 31st July 2022.	£18,662

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	55%
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 2021. Please see note above	55%
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	45%
What percentage of your current Year 6 cohort perform safe self-rescue in different water-based situations?	55%

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

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:		
<p>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</p>			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:
<ul style="list-style-type: none"> Play leaders to be introduced to year 6 children. These children to set up games for one day a week initially. Reintroduce the daily mile so that all children take part 3 times a week. Toys e.g. skipping ropes, balls etc to be outside at all lunch times as this encourages active play. After school sports clubs to be offered twice a week targeting different key stage and age groups. 	<ul style="list-style-type: none"> Meet with play leaders once a week to support setting up of a game. Observe results outside at lunch time and support where needed. Timetable use of the playground for the daily mile. Set targets for each class. Equipment was bought last year, ensure this is replaced when necessary. Ensure quality after school sports is being delivered. Promote places in the clubs to target children/age groups 	<p>After school sports club: £2565.00/year Plus £75 extra for dance</p>	<p>Play leaders had a limited impact and more work to be done next year.</p> <p>Daily mile utilised more.</p> <p>Equipment has been used well at playtimes. Since covid restrictions have eased, children are moving more at playtimes, using a larger space to play in.</p> <p>After school sports attendance has been good.</p>	<p>Next year use sports coach once a week at a lunch time club to support children in setting up games for the following week. Set up daily mile timetable to run it together, year groups or key stage.</p> <p>Make sure equipment is used from September effectively.</p> <p>Sports club attendance - has sometimes seen the same children joining each half term so ways to include a greater range of children particularly in upper KS2 to be investigated.</p>

<ul style="list-style-type: none"> Play and PE equipment to support the gross and fine motor development of children in EYFS and nursery. School identified this as a weakness in children - perhaps linked to lockdowns and a lasting effect of the covid pandemic 	<ul style="list-style-type: none"> Provide equipment that will support and encourage activity and movement as well as direct teaching in the early years, particularly to help develop the early physical development of children. 	£2938.72	Children have engaged more with the equipment, the children have been more active regularly. Gross motor development has improved.	
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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		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:
Celebrate successes of teams/individuals who have represented our school by publishing in the school Newsletter. Use Facebook to promote participation in virtual competitions running, promote the after school sports events.	- always include participation in the news letter.	£		Investigate if a sports person could come in to give an assembly/workshops.

Key indicator 3: Increased confidence, knowledge and skills of all staff in teaching PE and 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	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:

consolidate through practice:				
<ul style="list-style-type: none"> Coaching in Tri-golf for year 3 staff enabling staff to be able to confidently deliver tri-golf in future without the need for outside coaching. Tri-golf coaching extended to year 4 and 5 in Spring term. Coaching in upper key stage 2 to deliver the curriculum. This enables children to be more 'secondary school' ready. It gives confidence and knowledge to teachers in delivering the curriculum. 	<ul style="list-style-type: none"> Organise resources to allow for delivery of the coaching. Check quality of coaching. Ensure staff are actively involved in delivering the lessons to help them develop their skills and confidence. Organise timetable. Question staff about the impact it is having on children and teachers confidence/skill level. Observe to ensure quality delivery. 	<p>Tri-golf coaching: £1900</p> <p>First steps summer term coaching: £1140</p> <p>£3707 SHS coach</p>	<p>Tri-Golf coaching for staff extended to year 4 and year 5 staff. All teachers now feel more confident in delivering Tri-golf content for future classes. Children all made great progress in the sessions and were very enthused.</p> <p>Staff all feel more confident in delivering the curriculum and sequencing session to ensure progress.</p>	<p>Skipping coaching to be given to year groups who have it on their curriculum. Whole school CPD staff meeting to deliver skipping workshop ideas.</p> <p>Coach to continue to deliver to year 5 and 6 classes following the curriculum map and utilising the high school for opportunities to use equipment beyond what we have in primary school.</p>

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?:
Development of gross motor in EYFS and KS1 is a priority. Bigger physical play equipment is required to help develop these areas.	<ul style="list-style-type: none"> High five netball bibs purchased for delivery of high five netball lessons order equipment suitable for KS1 EYFS equipment to be ordered for gross motor skill development 	<p>£55.90</p> <p>Cost to be confirmed £224.80</p>	<p>Y4 children developed fantastic hi-five netball skills and made great progress with knowledge and understanding of the positions with netball.</p> <p>Bikeability was full for the academic year - look for next year.</p> <p>Climbing wall was a great success</p>
Bikeability to be offered if possible	<ul style="list-style-type: none"> contact bikeability and 		<p>Survey new year 6 pupils about access to bikes.</p> <p>Book bikeability if suitable for the cohort of year 6 pupils.</p> <p>Book climbing wall again as it was a very positive experience for the children involved.</p>

<p>Climbing wall experience at school for the whole school</p> <p>Top up swimming - to improve outcomes in %of children leaving being able to swim</p> <p>Equipment replacements - balls, footballs including storage boxes</p>	<p>arrange details of implementing this over Spring/Summer term</p>	<p>Cost to be updated once known.</p> <p>£1100 climbing wall</p> <p>£2576 swimming</p> <p>£335.31 equipment</p>	<p>and the children felt challenged and enjoyed participating. The company were great at supporting physically disabled children to access the climbing wall too.</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:
<ul style="list-style-type: none"> - Participation in school games competitions regularly ensuring a range of children participate for inclusion. - Try joining a local cluster league for football with the view to increase participation over the year. 	<ul style="list-style-type: none"> - Organise transport and adults for the events to ensure we can take part. - Look into joining a football league in Spring term 	Costs to be added for each event. Budget for £500 initially	Events have been still impacted by covid so less events were offered this year. We have attended several events offered that have been organised within the cluster including football	

Signed off by	
Head Teacher:	Ian Clennan
Date:	21.7.22
Subject Leader:	Charlotte Foxton
Date:	21.7.22
Governor:	Peter Foster
Date:	21.7.22