

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](#).



Details with regard to funding

Please complete the table below.

Total amount carried over from 2020/21	£3357.05
Total amount allocated for 2020/21	£19520
How much (if any) do you intend to carry over from this total fund into 2021/22?	
Total amount allocated for 2021/22	£19490
Total amount of funding for 2021/22. To be spent and reported on by 31st July 2022.	£19490

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>	85%
<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>	93.3%
<p>What percentage of your current Year 6 cohort perform safe self-rescue in different water-based situations?</p>	95%
<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>	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: 2021/22		Total fund allocated: £19457		Date Updated:4/7/22	
<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:
Well prepared, resources and delivered curriculum PE.	Sports apprentice curriculum PE		Apprentice wage	New scheme of work is well prepared for, with resources ready and fit for use. Smaller groups and greater support is achieved through extra adult capacity. Evidenced through quality PE lessons	Continue using the apprenticeship scheme, building skills that can be used for the future.
Active children with lots of opportunity for 30 minutes of activity at school	Sports apprentice break and lunch activities Playground leaders Sports ambassadors.		Apprentice wage LSLSSP buy in £2650	Activity encouraged and supported across year groups during break and lunch by apprentice and trained playground leaders/ sports ambassadors. Evidenced through timetable of activities.	Activity becomes a part of children's normal daily life, a positive habit to take with them past primary age. Pupils have knowledge needed to play games without adult guidance.
All children have the opportunity for a positive experience in PA/PE	Mini-GALS LADs Inclusive sport Year 4 less active		Apprentice wage LSLSSP buy in £2650	Less active children and children with lower participation rates have been identified in year groups across the school to participate in extra sports clubs. Evidenced through participation	All children to have a positive association with sport/ activity to encourage a healthy lifestyle

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Increased capacity to encourage activity during lunchtimes by providing interesting and engaging equipment on top of normal PE equipment	Lunchtime equipment with movable storage	£800	records. Movement towards active 30 minutes at school and 60 minutes over the day.	Playground leaders to organise and encourage use of equipment.
Extra capacity to develop gross motor skills and core strength through play in FS	Large play equipment to develop strength, balance and co-ordination	£900	Physically fluent, confident children leaving FS.	Ensure equipment is durable and used in an appropriate manner through adult guidance.
Develop capacity and range to deliver forest schools activities.	Equipment to support delivery of activity	£165	Children engaging in the natural environment and learning activity skills outside of PE/SS	Ensure equipment is durable and used in an appropriate manner through adult guidance.

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:
Adult positive role models who are enthusiastic and knowledgeable about sport to foster enthusiasm in children	Sports apprentice curriculum PE	Apprentice wage	Children who are interested in sport/ active lifestyles, shown through participation and also discussion/ pupil voice.	Build enthusiasm and desire to participate in future opportunities.
Importance of an active lifestyle reinforced during all parts of the day with support to teach games and activities so children remain active in future.	Sports apprentice break and lunch activities Playground leaders Sports ambassadors	Apprentice wage LSLSSP buy in £2650	Activity encouraged and supported across year groups during break and lunch by apprentice and trained playground leaders/ sports ambassadors. Evidenced through a timetable of activities.	Activity becomes a part of children's normal daily life, a positive habit to take with them past primary age. Pupils have knowledge needed to play games without adult guidance.

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Pride in contributions and achievements of all competition participants	Opportunities to participate in inter-school competition. Participation records and bulletins in newsletters for competitions	LSLSSP buy in £2650 LSA/ apprentice hours to accompany children to events.	All children given the opportunity to celebrate achievements of themselves and others. Route to Resilience character traits used when sharing competition details with children. Route to resilience assemblies and achievements recorded in newsletters.	Reinforce our Route to Resilience character strengths and show that they are important in all aspects of school life.
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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 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:
Pupils to develop their PE/PA knowledge and skills in a scheme with clear development and progression.	Sports Apprentice to support delivery of new scheme of work, prepare resources and assist with delivery and assessment by working alongside cover supervisors and class teachers.	Apprentice wage £5142 for new equipment to support delivery of the scheme.	Teaching staff are able to deliver lessons confidently and competently as a result of new scheme of work. Clear demonstration videos and supporting materials enable a higher standard of PE to be delivered. Evidenced through quality PE lessons.	Scheme will become the new baseline level of PE delivery, to be added to and supplemented over time, taking into account pupil voice.

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	Make sure your actions to achieve are linked to your	Funding allocated:	Evidence of impact: what do pupils now know and what	Sustainability and suggested next steps:

and be able to do and about what they need to learn and to consolidate through practice:	intentions:		can they now do? What has changed?:	
<p>New scheme of work to provide opportunities for further experience in a range of existing activities and also activities that are new to the school.</p> <p>This is further supplemented by our competition calendar, which opens opportunities for children to participate in sports that are outside our planned curriculum.</p>	<p>Sports Apprentice to support delivery of new scheme of work, prepare resources and assist with delivery and assessment.</p>	<p>Apprentice wage</p> <p>LSLSSP buy in £2650</p>	<p>Moving forward, children will show increased understanding and skill in a wider range of activities as a result of a scheme of work with clear progression and also through opportunities outside of normal curriculum PE. Evidenced through participation lists and registers as well as quality PE delivery.</p>	<p>Use the scheme of work as a baseline for delivery that is to be supplemented by further opportunities.</p>
<p>Increased range of opportunities for activity available as a result of a wider variety of resources.</p>	<p>New resources to support participation in activities new to school. Such as table tennis, basketball and rhythmic gymnastics</p>	<p>£5142</p>	<p>All children will hopefully find an area of PE/PA where they find enjoyment and confidence which will help to create healthy lifestyles past primary age. Evidenced in pupil voice.</p>	<p>Invest in resources that are durable and will provide value for years to come.</p>
<p>The opportunity for all pupils to learn to swim proficiently regardless of experiences outside of school</p>	<p>SSP used to offer catch up swimming session to those children not meeting NC expectations by end of year 6.</p>	<p>£954</p>	<p>Children will leave the primary setting able to perform safe self rescue as a minimum. Evidenced in assessment.</p>	<p>Confident, safe and capable swimmers leaving the primary setting</p>

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:
All children have the opportunity to participate in inter school competitions. This is achieved through participation in both virtual and face to face competitions. All children participate in intra school competition as part of quality PE provision and also stand alone events such as sports day.	A calendar of opportunities available to children to participate in competitive sport both in and out of school. These opportunities will be open to all children so that all have the opportunity to represent the school and build their R2R character strengths through participation in sport.	LSLSSP buy in £2650 Apprentice/ LSA hours to accompany children at events. Apprentice wage	All children have represented their school or class in at least one competitive event, evidenced through participation logs/ entry sheets.	Competition and representation of school is valued. Links to local schools and event organisers are maintained.

Signed off by	
Head Teacher:	
Date:	
Subject Leader:	
Date:	
Governor:	
Date:	