

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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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 further 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 2019/20	£0
Total amount allocated for 2020/21	£19,000
How much (if any) do you intend to carry over from this total fund into 2021/22?	£0
Total amount allocated for 2021/22	£20,070
Total amount of funding for 2021/22. To be spent and reported on by 31st July 2022.	£20,070

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>	82%
<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>	80%
<p>What percentage of your current Year 6 cohort perform safe self-rescue in different water-based situations?</p>	85%
<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

<p>We want all pupils to regard Physical Education, School Sport and Physical Activity has a high priority within their lives as well as the school.</p> <p>To demonstrate our commitment to such a target by organising events for others to attend and promoting our activities in Newsletters and Twitter</p>	<p>Key personnel have high profile among staff and children, with excellent role models acting in these roles.</p> <p>Daily opportunities for physical activity are promoted both generally and specifically where there is a reluctance to engage in greater levels of activity. (Clubs such as Ative8 and This Girl Can are examples of this.)</p> <p>An additional need to continue the recovery from Covid lockdowns is also addressed here, with children who have spent too much time indoors on computers identified to target more physical activities.</p> <p>Organise the Mini-March-Hare 5k for children across the Trust.</p> <p>Maintain Twitter pages and ensure reference is constantly made to the importance of PESSPA.</p>	<p>£3,000</p>	<p>To Be completed July 2022</p>	<p>This has a good chance of sustainability moving forward with reallocation of roles within staff.</p> <p>Policies allow freedom to use exercise and outdoor movement as an inspiration across the curriculum, EG Active Maths.</p>
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<p>Key indicator 3: Increased confidence, knowledge and skills of all staff in teaching PE and sport</p>				<p>Percentage of total allocation:</p>
				<p>30%</p>
Intent	Implementation		Impact	
<p>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:</p>	<p>Make sure your actions to achieve are linked to your intentions:</p>	<p>Funding allocated:</p>	<p>Evidence of impact: what do pupils now know and what can they now do? What has changed?</p>	<p>Sustainability and suggested next steps:</p>
<p>We want pupils to gain confidence and ability within dance.</p> <p>Staff to feel more confident in both</p>	<p>Specialist Dance Teacher to run workshops across the school throughout the year.</p> <p>This allows for children to receive specialist tuition in the area most</p>	<p>£4,000</p>	<p>To Be completed July 2022</p>	<p>This element is sustainable from the point of view that teachers can eventually lead their own dance – to the standard those attending the</p>

team teaching of dance and leading sessions to a high standard.	lacking in most teachers' skill sets – while at the same time allows teachers to observe and team teach in lessons as a form of CPD. Additional CPD opportunities for staff to attend conferences and PE INSET to develop increased confidence and ability when running other aspects of the PE curriculum.	£2,000		CPD have learned. Previous work on gymnastics demonstrates this success. Future sustainability would fall into the schools list of priorities across all subjects for CPD should funding be removed.
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Key indicator 4: Broader experience of a range of sports and activities offered to all pupils

Percentage of total allocation:
30%

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?
Children to engage in a wider range of sports both competitive and participative. To allow children to participate in leagues and festivals across a range of outdoor activities, including some residential trips which focus on active lifestyles and healthy living.	Additional staffing to accompany children to competitions and sporting events – broadening the range and type of events able to be attended. Transport to and from events to allow full participation without relying on private vehicles during covid. Additional staffing to attend residential trips that encourage outdoor activities and physical activity, thus enabling much better ratios of skilled staff for these activities.	£6,000	To Be completed July 2022 Once the tradition of these activities is established we may be able to encourage volunteers to continue the support. Sustainability is difficult for this as it relies on additional funding to extend the amount of events we are able to attend. Some sustainability is possible but at a much reduced rate.

Key indicator 5: Increased participation in competitive sport				Percentage of total allocation:
				3%
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:
Focus on 2 major sports currently not offered to enable greater participation in competitive sport. Focus on Rugby and Tennis.	Utilise existing provision to focus on Rugby – with additional club offered by teacher. Specialist Teacher for Tennis to run club (venue and subsidised participation costs)	£600	To Be completed July 2022	This will become more sustainable by the coach charging privately for sessions, offering additional places for children from school considered to be talented but without the ability to pay for the sessions.
Additional achievements:	Previously we have increased the number of active minutes per pupil as a result of our fitness areas, including running track and fitness equipment. We have also trained our teaching staff in ball skills and gymnastics, to a higher level of confidence than previously, both of which are now controlled totally by class teachers. We have increased the number of clubs and opportunities outside school for both competitive teams and simple enjoyment. A large number of children engage in sporting clubs (EG 40+ in running club and the same in football clubs) We are the organisers of the Mini-March-Hare 5K run for children across our Trust in March (affiliated to the official Mad March Hare).			

Signed off by	
Head Teacher:	Bob Buckley
Date:	July 2021
Subject Leader:	Tom Stratton & Stuart Shore
Date:	September 2021
Governor:	Mr J Stanford
Date:	October 2021