

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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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 allocated for 2021/22	£19,402
Total amount of funding for 2021/22. To be spent and reported on by 31st July 2022.	£19,402

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 2021. Please see note above	43%
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	TBC%
What percentage of your current Year 6 cohort perform safe self-rescue in different water-based situations?	TBC%
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 - additional swimming lessons for target group of year 5 in the summer holidays

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: £19,402		Date Updated: 07/06/22	
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: 27.5%
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:
Provide specific activities at lunchtimes to increase levels of activities of all children. Activities to be fully inclusive and accessible for all.	<ul style="list-style-type: none"> ● New equipment purchased to encourage healthy, active play across the school (based on feedback from the Junior Governing Body) ● Taught children a range of different active playground games using existing playground markings ● Active wall introduced ● Rezone playground to encourage more group participation sports for all year groups ● Lunchtime supervisors know and understand how to promote exercise in the playground. ● Skipping workshops for children 		£1,775	Children use equipment appropriately Children showing greater skill set, coordination & agility (evidenced during breaks & PE lessons) Children are more active for sustained periods of time Decrease in sports related injuries JGB pupil consultation outcomes on impact of changes	Use pupil feedback to target next playground activity development Sports Leaders reintroduced Creation of MUGA? Transition & target work needed for Reception & Y1 in use of playground space and equipment Use of digital signage to promote cardiac activity

Additional swimming sessions for target group for year 5 who have not reached end of primary expectations during school provision sessions	<ul style="list-style-type: none"> ● School data & parent questionnaire used to identify target groups ● Parent commitment to attend contract established ● Booking with local pool confirmed ● Data to be sent to school to identify impact 	£3550	See swimming data for cohort (pre & post additional sessions)	If impact is significant to consider as additional provision moving forward
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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:

3.8 %

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:
To ensure high quality outcomes for all pupils in PE. Linked to our School Development Plan – clear progression grids for each aspect	SOW with clear skill progression continued throughout the school (from Nursery up to Year 6)	£750	Assessment shows improvement in fundamental skills (tracked through PE passport & quarterly reports) Target children for further support identified	Link with NSSP to provide additional advice & planning for SEND and those working below age expectation
	Teachers assess children throughout the unit, assessing continuously to identify focus children.			Review provision for GDS & GDS+
	Formal summative assessment carried out at the end of each quarter.			Review implementation in EYFS
	Children provided with opportunity to self assess in last lesson of every unit			

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

Percentage of total allocation:

16.8 %

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:
Continue to improve the teaching of Physical Education and the learning experience for all pupils.	Use NSSP sports specialist to provide specialist teaching advice Monitor effectiveness of CPD. Provide all new teaching staff and identified staff with team teaching opportunities with PE Lead PE Lead learning walks & LTEs to support staff knowledge and practice Release staff to attend NSSP CPD sessions for specialist areas such as dance and gymnastics	£3,250	Staff confidence and knowledge base improved (feedback from training, staff learning journals) Assessment shows improvement in fundamental skills (tracked through PE passport & quarterly reports) Target children for further support identified Year 5 & 6 pupils are confident to describe and lead own warm up sessions (pupil conferencing)	SLT and PE Lead to continue to observe PE lessons to measure effectiveness of training and impact of curriculum development and make adjustments as necessary EYFS & SEND provision to be focus Specific areas for development identified & addressed (via learning journals, pupil conferencing & learning conversations)
Key indicator 4: Broader experience of a range of sports and activities offered to all pupils				Percentage of total allocation: 49.2%
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:
Provide greater extra-curricular sporting opportunities for all pupils after school.	Provision ensures children in all year groups from R to Y6 have the opportunity to attend after school sport clubs.	£3300	Active after-school clubs are in place for all year groups and all abilities Most clubs continue to run at	Further CPD provided for staff wishing to run active clubs. Maintenance and provision of equipment to support clubs.

	Additional measures put into place to ensure that children with SEND children have the opportunity to attend after school sport clubs.		close to full capacity to the point of closure (from registers) Pupil premium & SEND participation is prioritised & tracked	PE Lead to monitor levels of participation in clubs across the school.
	New sports to be introduced (ie yoga and fencing) and equipment purchased for new sports that have not previously been used		Number of children who have tried sports they haven't experienced before & or unlikely to access privately (see data)	tennis tri golf % of children who tried a new sport to increase.
	NSSP and Premium Education to be more involved in supplying a range of sports events (e.g. new age kurling)		Sports day and whole school events show greater breadth of experience and encourage mass participation Competition outcomes	New sport available for sport day for all children to experience.
Create orienteering course within the school & train staff	Layout mapped Equipment purchased Specialist set up Staff training implemented	£2500	Course established and staff trained ready for Sept 2022 implementation	Introduce into curriculum Then link with local school to use their course to apply knowledge learnt
Support all children to learn how to ride a bike & scooter EYFS PD focus to be on use of scooters and bikes (to also impact on travel plan ambitions)	Bike club restarted Beginner and Intermediate sessions introduced School purchase of equipment to support pupil premium families to access this Cycle training which is already part of the curriculum (y5) EYFS balance bikes and scooters purchased Scooter lessons into EYFS curriculum (link to travel plan)	£3750	Pupil premium uptake of bike club increases. Increase to number of children who can ride a bike (see data)	PE Leader/ Learning mentors to monitor and provide support to club leaders. PE Lead to monitor levels of participation in clubs across the school. Bike provision to evolve based on impact Helmets purchased for EYFS

Key indicator 5: Increased participation in competitive sport				Percentage of total allocation:
				2.7 %
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:
100% of children including those with SEND, have the opportunity to participate in competitive sports	<p>Increase participation of children in A, B, C teams in competitions.</p> <p>Ensure SEND and less active children have opportunity to complete (panathlon participation)</p> <p>Make links with other schools to provide our children with friendly competitions. This will increase their confidence at performing a sport in an unfamiliar area.</p> <p>Offer our facility to host events for local schools that cannot travel due to COVID restrictions.</p>	£525 (other costs already allocated elsewhere)	<p>COVID restrictions earlier in the year have limited the amount of inter school competitions so year group & phase ones substituted during this time.</p> <p>Wider competition participation levels and outcomes including panathlons (see data)</p> <p>Sports events outcomes</p> <p>Maintain YSG Gold accreditation</p>	<p>Increase inter school competitions now Covid restrictions have eased</p> <p>After school provision established for training for events</p> <p>Attain YSG Platinum Mark</p>

Signed off by			
Head Teacher:	Sue Ferguson	Date:	07/06/22
Subject Leader:	Sally Dains	Date:	07/06/22
Governor:	Sam Coster (Wellbeing Governor)	Tom Gregory (Chair of Finance Committee)	Date: 09/06/22