

# 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](http://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 2020/21	£ 1,173
Total amount allocated for 2021/22	£ 16,850
How much (if any) do you intend to carry over from this total fund into 2021/22?	£439
Total amount allocated for 2021/22	£ 16,850
Total amount of funding for 2021/22. To be spent and reported on by 31st July 2022.	£ 17,289

## 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><b>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</b></p>	N/A Infant School
<p>What percentage of your current Year 6 cohort swim competently, confidently and proficiently over a distance of at least 25 metres?</p> <p><b>N.B.</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.</p> <p>Please see note above</p>	% Infant School no Year 6 pupils
<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>	% Infant School no year 6 pupils
<p><b>What percentage of your current Year 6 cohort perform safe self-rescue in different water-based situations?</b></p>	% Infant school no year 6 pupils
<p>Schools can choose to use the Primary PE and sport premium to provide additional provision for swimming but this must be for activity <b>over and above</b> the national curriculum requirements. Have you used it in this way?</p>	Yes/No N/A

## 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: 16,850		Date Updated: July 2022	
<b>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</b>					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:
Wake n Shake children's early morning exercise which introduces daily activity into the timetable. It helps develop the pupils balance and coordination.	10 minutes of exercise each morning In the hall or classroom for all classes.		£ 40	Not all children joined in at the beginning of the year. Now all children are active and have fun doing their morning exercise	Wake n Shake will continue and will be in the playground 3 mornings of the week when parents can also join us in our exercise sessions.
Football sessions at playtime to teach football skills, team building and resilience.	PE coach taught the children football skills, team building, resilience and rules for 6 weeks.			Children were keen to take part and learn skills. They played football and passed the ball to each other and learnt to play as a team instead of individually.	Each class has a football day on the playground and teaching assistants supervise the game.
<b>Key indicator 2: The profile of PESSPA being raised across the school as a tool for whole school improvement</b>					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:

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The community to support children becoming more physically active.	Sponsored whole school event Bounce Day	£ 100	Parents engaged in this event by counting how many bounces the children could do in 1 minute. Between 65 and 99 bounces were achieved by all children.	This is an annual event that the children and the community engage with.
The school to employ a specialist PE coach.	Specialist PE coach employed twice a week teaching Gymnastics, dance & multi skills throughout the year.	£6,156	Pupils receive quality PE lessons run by qualified sports coach. All pupils increased their physical activity levels. Improved gross motor skills for some of the younger children Children grew in confidence and their concentration in class improved after their PE lessons.	This will continue into the next academic year.
The school to employ an outdoor learning teacher one day a week for one term.	Children become active through outdoor learning.	£3,253	Children worked together on outdoor activities within the school ground. Encouraged to be more active outside of the classroom for 45-minute sessions.	This stopped when the member of staff left the role.
Children to enjoy physical activity at playtime and lunchtime.	New recourses have been purchased for the children to use to keep them active. Repairs and maintain equipment to keep children safe.	£187.15 £75	Pupils are able to use the equipment safely and have gained confidence in using the apparatus and other climbing equipment	This will be completed annually.

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<b>Key indicator 3: Increased confidence, knowledge and skills of all staff in teaching PE and sport</b>	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 staff to have the knowledge and skills to deliver quality PE lessons to all pupils.	Teaching assistants joined weekly PE sessions with classes. Teaching assistants took part in the resilience training for 6 weeks with children.		Continued professional development for staff.	Sustainability of quality PE lessons by all staff.

<b>Key indicator 4: Broader experience of a range of sports and activities offered to all pupils</b>	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:

Resilience workshops through PE. To support children becoming more resilient	PE specialist employed to run 6 workshops for all children to build pupils resilience through PE.	£ 777.60	Children enjoyed these resilience workshops and staff noticed a difference in children being able to play together.	
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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:
Sports Day for children to become active and compete with each other.	Children competed with each other in a variety of races to show their skills in speed, coordination, balance and resilience.	£100	Children showed their skills and ability in the different races and displayed good sportsmanship to their competitors.	Sustainability yearly event.
Year 2 PE Festival at Blue school	Children competed in different sports against children from other schools		Children tried hard to do their best as they were keen to show their sporting skills.	Annual event.

Signed off by	
Head Teacher:	<i>John Cooper</i>
Date:	18 <sup>th</sup> July 2022
Subject Leader:	Jess King
Date:	19 <sup>th</sup> July 2022
Governor:	Christine Raphael
Date:	18 <sup>th</sup> July 2022