

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 2019/20	£1438.92
Total amount allocated for 2020/21	£21,438.92
How much (if any) do you intend to carry over from this total fund into 2021/22?	£3600.00
Total amount allocated for 2021/22	£19330.00
Total amount of funding for 2021/22. To be spent and reported on by 31st July 2022.	£22930.00

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>	<p>60%</p> <p>Children have also been given vouchers to attend swimming lessons who did not achieve NC.</p>
<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>	98%
<p>What percentage of your current Year 6 cohort perform safe self-rescue in different water-based situations?</p>	93%
<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/No

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.

		Total fund allocated: £22930	Date Updated: 19.5.22	
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: 16%
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?
To support the children’s understanding and awareness of health and fitness.	<ul style="list-style-type: none"> To engage children with regular activity at break and lunchtimes alongside a sports coach who delivers different multi skills sessions. To increase the activity levels back to original levels pre pandemic and motivate children to want to participate in sporting activities. 	KIXX £3810 – Last year's budget Equipment/ resources for whole school	<ul style="list-style-type: none"> Children are building relationships with each other during break/ lunchtimes. Children are using zones (KS1) to access different activities on a rotation (Trim Trail, Scooters, ball skills, Football, basketball) 	<ul style="list-style-type: none"> Continue with timetabled activities with the support of lunchtime supervisors Pupil Parliament to continue to gain pupil voice to ensure the children’s voice is heard throughout the year. To focus on lowering the Obesity figures by communicating with parents.
Key indicator 2: The profile of PESSPA being raised across the school as a tool for whole school improvement				Percentage of total allocation: 67%
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 provide high quality resources enabling engagement in both PE lessons and break/ lunch times.	<ul style="list-style-type: none"> • To ensure children have the skills and resources to be active at play/ lunchtimes. • To provide teachers with the correct equipment to raise the profile of PE and lead successful lessons. 	£6408.00	<ul style="list-style-type: none"> • Children are more active at lunchtime and break times • Children have a variety of games/ activities to be involved with • Pupil Voice-Children voiced their concerns about lack of equipment and what they wanted on the playground. KS1 used towers to vote for the equipment they would like to access. 	<ul style="list-style-type: none"> • Lunchtime supervisor individual plans for Sept 22-23 focusing on their strengths and areas for development. • Obesity figures lowered-figures not yet published. • Children to wear fitness bands to track their fitness levels and participation on a whole school level competing class v class. • Continue to develop the school's equipment and resources to provide our children with a sense of ownership, to be proud of our school whilst trying new activities. • Develop a PE strand of Pupil Parliament to pass ownership over to the children.

<p>To develop the EYFS outdoor area due to the obesity figures- % (not yet published) Children need the gross motor skills to then be secure with fine motor skills which then impacts writing (A focus across the school). Looking at the whole child to ensure their development is strong.</p>	<ul style="list-style-type: none"> • Work alongside the EYFS lead to meet the needs of the children. • Purchase equipment that not only follows the interests of the child but also focus on the Physical Development prime area. 	<p>£2000</p>	<ul style="list-style-type: none"> • GLD. • Feedback of how the children are using the equipment. 	<ul style="list-style-type: none"> • Children have physical items that build team work and other social aspects of the curriculum. Children are learning to ride a bike with confidence.
<p>Swimming Children to focus on self-safe rescue skills, swimming 25m and performing different strokes.</p>	<ul style="list-style-type: none"> • Children to understand how to be safe in water situations • Children to meet national curriculum expectation of swimming 25m unaided 	<p>£6900</p>	<ul style="list-style-type: none"> • Children water safe/ water ready • Children have visited a swimming pool • Children have the independence of using changing facilities 	<ul style="list-style-type: none"> • Children who did not meet national curriculum to catch up in the next academic year.

<p>Key indicator 3: Increased confidence, knowledge and skills of all staff in teaching PE and sport</p>				<p>Percentage of total allocation: 2%</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>Upskilling staff in key areas of PE delivery through the use of a progressive curriculum model.</p>	<ul style="list-style-type: none"> • Staff are more confident in delivering PE- positive impact on lessons • Staff using lesson plans effectively and have a wider knowledge of how to 	<p>Part of KIXX allocation/ package Your – PE £500</p>	<ul style="list-style-type: none"> • Children are able to articulate what they are doing in sessions • Children using skills they have learnt in PE in game situations during break and 	<ul style="list-style-type: none"> • Staff to utilise assessment tool on Your-PE (session booked for Sept 22) • Utilising more confident staff to work

	deepen learning.		lunch times	alongside less confident members of staff in areas of concern <ul style="list-style-type: none"> • Dance and Gymnastics highlighted as an area staff would like CPD in- Twilight booked.
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Key indicator 4: Broader experience of a range of sports and activities offered to all pupils Percentage of total allocation: 9%

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:
<u>Clancey Briggs</u> To increase the level of skill and co-ordination of the foundation stage children whilst engaging them in physical activity at a young age.	<ul style="list-style-type: none"> • Physical development key area to focus on in the outdoor area. • Foundation stage children have all learnt to ride on a balance bike, skills then developed to stabilisers and taken off. 	£1800 Bikes (EYFS budget)	<ul style="list-style-type: none"> • Improved balance and co-ordination • Children developing skills in continuous provision • Bikes purchased due to children enjoying the sessions. 	<ul style="list-style-type: none"> • Bikes purchased for the EYFS environment to be used in continuous provision • EYFS pupil voice- "I love riding the bikes! Before it started
<u>After school club Provision</u> ACMAC- Marital Arts Club Clancey Briggs Dance/ Cheerleading	<ul style="list-style-type: none"> • To ensure children have the opportunity to attend clubs which inspire and provide them with aspirations. • To continue using local community groups which children can then access out of school hours. 	ACMAC- £240 Clancey Briggs (Above) KIXX (Package) Evolve (School budget)	<ul style="list-style-type: none"> • Parents are provided with childcare if needed • Promoting a love of sports that has been taught in PE • Encouraging children to be active and take on new challenges • To provide opportunities for wider participating in 	<ul style="list-style-type: none"> • To provide free after school clubs to all children to provide more opportunities. • ASC numbers were lower than expected- parent/ pupil voice to determine why. • Continue community

Multi Skills (KIXX/ Evolve)			<p>community clubs</p> <ul style="list-style-type: none"> To increase the cultural capital of children attending the clubs. 	links and develop new ones
Summer Sports (KIXX/ Evolve)				

Key indicator 5: Increased participation in competitive sport				Percentage of total allocation:
				6%
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:
<p>Rounders</p> <p>Astrea Woodfield- Athletics Comp</p> <p>Intra sports- Football, Swimming, Rounders, Basketball, Table Tennis</p>	<ul style="list-style-type: none"> To transport the children to the competitions safely by coach or mini bus. 	£120- coach	<ul style="list-style-type: none"> Children have the opportunity to attend a competition with other schools Children won the tournament! Pupil voice of the children who attended "This is the best day of my life!" The children who attended passing on the 'buzz' of attending the competition- other children asking when the next competition is. 	<ul style="list-style-type: none"> Calendar of events already booked for 22-23 through Leger Sports Timetabled intra-sports competitions to take place on a weekly basis led by the lunchtime supervisors ASC to mirror the Leger sports competition calendar for increased exposure to the sport.
To increase the Cultural Capital of all children by attending the annual sports day at a professional athletics track.	<ul style="list-style-type: none"> Children exposed to a stadium atmosphere Whole school participation 	£200 Coach £990	<ul style="list-style-type: none"> Children have visited a professional athletics track Parents provided with the opportunity to watch their child in a sporting arena for the first time since the pandemic Children experience a competitive event and show sportsmanship through supporting their peers 	<ul style="list-style-type: none"> Children to attend summer camp at the athletics track Continue with the link to the Athletics Track and attend a Summer Athletics competition in 2023

Signed off by	
Head Teacher:	Emma Cooke
Date:	25 July 22
Subject Leader:	Jade Hodgson
Date:	20 July 22
Governor:	Rob Mellor
Date:	23 July 22