

# 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](#).



Created by:



Supported by:



## Details with regard to funding

Please complete the table below.

Total amount carried over from 2019/20	£0
Total amount allocated for 2020/21	£22,120
How much (if any) do you intend to carry over from this total fund into 2021/22?	£0
Total amount allocated for 2021/22	£21,700
Total amount of funding for 2021/22. To be spent and reported on by 31st July 2022.	£21,700

## 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>	
<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 2020.</p> <p>Please see note above</p>	60%
<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>	84%
<p><b>What percentage of your current Year 6 cohort perform safe self-rescue in different water-based situations?</b></p>	60%
<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>	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.

Academic Year: 2020/21	Total fund allocated:	Date Updated:		
<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: 33%	
Intent	Implementation	Funding allocated:	Impact	Sustainability and suggested next steps:
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:		Evidence of impact: what do pupils now know and what can they now do? What has changed?	
All children have opportunities to be active throughout the day. They also understand why healthy active lives are important, and are enthusiastic about engaging in Covid safe extracurricular clubs and positive, lunchtime/breaktime activity.	<p>Sports Coach to train Lunchtime Supervisors re. activities to fully engage children in active, positive play within their class bubbles. Also, to support each class bubble on a rolling timetable, at lunchtimes and teach new games/skills through play.</p> <p>Purchase new equipment to fully support teaching sessions and lunchtime/breaktime activities for all class bubbles.</p>	<p>£3100</p> <p>£1000</p>	Increased activity levels and engagement of all pupils. Pupil voice states increased enjoyment and choice of activities at lunchtime/breaktime, resulting in fewer behaviour incidents requiring intervention from senior staff.	Fully trained staff will continue to successfully lead productive teaching sessions and positive, active lunchtime/breaktime sessions to ensure sustainability. Increase Lunchtime Supervisors' knowledge of playground games and activities to further increase pupil choice and maximise positive engagement.

<p>'Walk to School' Travel Tracker (in line with the Modeshift Stars initiative) is highly effective in promoting a more active lifestyle within the school community.</p>	<p>Reintroduce @Walk to School' initiative. Establish Travel Tracker Ambassadors in each class bubble to complete daily tracker online. Promote the initiative regularly during assemblies, PE lessons and through the school newsletter. Issue monthly badges to all pupils achieving the target.</p>	<p>N/A</p>	<p>Increased % of pupils walking to school regularly each term – an increase of 10% across the academic year.</p>	<p>Investigate bikeability raining for pupils to support the possibility of cycling to school. Examine possibility of establishing a scooter/bike shelter.</p>
<p>Provide opportunities for targeted support for disengaged pupils.</p>	<p>Sports Coach to identify disengaged pupils in consultation with class teachers and lunchtime supervisors. Sports Coach to timetable and run small group activities during breaktimes to teach new skills/sports and practice those learned. Sports Coach to review pupil progress and measure engagement half termly to ensure maximum impact on those identified.</p>	<p>£3100</p>	<p>All identified children show an improvement in their engagement with positive play/sport by the end of their series of sessions.</p>	<p>Establish 'Sport Ambassadors' to facilitate pupils managing and directing their own positive play and engagement.</p>
<p><b>Key indicator 2: The profile of PESSPA being raised across the school as a tool for whole school improvement</b></p>				<p>Percentage of total allocation:</p>
				<p>10%</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>Pupils are aware of the benefits of physical activity in terms of their physical health, mental wellbeing and academic achievement.</p>	<p>PE kits are subsidised to ensure all have full access.</p> <p>CPD and regular updates provided by the Sports Coach for staff so they can actively promote PE and Sport and remain up-to-date with new initiatives.</p> <p>Links are made with other school sports networks to provide off-site opportunities for positive competition and engagement in a wide range of sporting activities.</p> <p>Lockdown activities provided weekly for all pupils to engage with during school closure and remote learning.</p> <p>Twitter, the school newsletter and the school website used to signpost parents and carers and promote out-of-school activities, as well as used to celebrate participation and achievement!</p> <p>Main Reception Area used to display certificates reflecting sporting achievements/engagements. Individuals to be provided with relevant copies of certificates and photographs.</p>	<p>£2000</p>	<p>Increased awareness of the benefits of physical activity across the school community. Increased activity levels for all pupils.</p>	<p>Reintroduce whole school initiatives such as jog/walk a mile, as well as targets for families to aim for out-of-school.</p>
--	---	--------------	--	--

Key indicator 3: Increased confidence, knowledge and skills of all staff in teaching PE and sport				Percentage of total allocation:
				37%
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 teaching staff are confident and competent in teaching PE and Sport. All pupils receive a balanced PE and sport curriculum that develops their knowledge, skills and understanding in order to maximise their progression.	<p>PE Lead to complete a skills audit with individual teaching staff to identify areas of need.</p> <p>Teaching staff to be involved in weekly team teaching with the Sports Coach to develop their expertise and proficiency in delivering a quality first curriculum.</p> <p>Staff INSET and briefing sessions delivered by the Sports Coach to address universal subject development needs identified, as well as to share policies and procedures, and signpost high quality planning and resources.</p> <p>PE Lead to attend subject leader development opportunities provided through consortium and BEP.</p> <p>PE Lead to complete the monitoring cycle to ensure</p>	<p>£7,000</p> <p>£500</p> <p>£500</p>	<p>PE Lead confidently and knowledgeably upskills all staff so they are empowered to deliver a high standard of PE and Sport teaching. As a result, pupils widen their knowledge and understanding of a range of different sports/skills and are enthusiastic to apply them.</p> <p>Pupils are keen to join extra-curricular sporting activities and are proud of their achievements. Parents and carers are also proud of their child's achievements and development.</p> <p>Clear policies, procedures, planning and resources are in place.</p> <p>Pupils are engaged in at least 60 minutes of physical activity each day which has a positive impact on their physical and mental health.</p>	<p>Staff are upskilled to independently deliver high quality PE and Sport sessions.</p> <p>Pupils are empowered to develop the role of Sport Ambassadors within their own class and begin to lead their own learning.</p>

	<p>provision is such that high standards are maintained (cover costs).</p> <p>Subject resources are reviewed at least termly, with orders made to replace any necessary equipment or to purchase newly identified resources.</p>			
<p><b>Key indicator 4: Broader experience of a range of sports and activities offered to all pupils</b></p>				<p>Percentage of total allocation: 2%</p>
<b>Intent</b>	<b>Implementation</b>		<b>Impact</b>	
<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>A team of fully trained Sport Ambassadors supports lunchtimes/breaktimes to promote positive engagement with physical activity.</p> <p>A wide range of extra-curricular physical activity clubs is provided by staff to enhance the school provision and is over subscribed.</p> <p>Additional achievements:</p>	<p>Sports Coach to organise and train an effective and ambitious team of Sport Ambassadors (one from each class bubble) to help support physical activity during lunchtime/playtime.</p> <p>Resources purchased to support the success of the Sport Ambassadors' role.</p>	<p>£500</p>	<p>Pupils and staff demonstrate a 'have a go' attitude and are keen to try new activities.</p>	<p>Provide parent workshops to promote physical activity for all the family.</p> <p>Explore opportunities to further develop knowledge and skills relating to dance.</p>

Key indicator 5: Increased participation in competitive sport				Percentage of total allocation:
				18%
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 fully engage with a range of opportunities to participate in school competitions, including the annual Sports Day, and in competitions within the school consortium and in partnership with the Blue Coat School.	<p>Transport costs are provided for all pupils to off-site venues for sporting events, thus promoting inclusivity of all.</p> <p>All PE and sporting achievements are widely celebrated and shared with the whole school community – assemblies, school newsletter, twitter, school website, and phone calls home!</p>	£4000	The school community is ambitious, enthusiastic and proud to get involved in a wide range of physical activities. Everyone enjoys celebrating successes and is supportive of one another.	Consideration of adaptations to whole school events if the impact of Covid-19 is still felt.

Signed off by	
Head Teacher:	Cathy Grace
Date:	July 2021
Subject Leader:	Rich Bates
Date:	July 2021
Governor:	Sofina Reeves
Date:	July 2021