

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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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	£0
Total amount allocated for 2020/21	£17,540
How much (if any) do you intend to carry over from this total fund into 2021/22?	£0
Total amount allocated for 2021/22	£16,800
Total amount of funding for 2021/22. To be spent and reported on by 31st July 2022.	£16,800

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>	N/A
<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 2021.</p> <p>Please see note above</p>	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>	No Year 6 pupils
<p>What percentage of your current Year 6 cohort perform safe self-rescue in different water-based situations?</p>	N/A
<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>	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: 2021/22		Total fund allocated: £		Date Updated: July 2022	
<p>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</p>					<p>Percentage of total allocation: 21.4% £3,600</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>All children to be physically active at break and lunchtimes. Specific time of the day used for daily mile.</p>	<p>Introduction of zones - outdoor spaces used with a range of physical equipment for gross motor development. Focused use of sports pitch and traversing walls. Basketball hoop investment. Use of running track.</p>	<p>£500</p>	<p>Levels of engagement for physical and active play are increasingly high (through monitoring).</p>	<p>Liaise with other schools that have developed outdoor active learning through Opal.</p>	
	<p>Vulnerable/hard to reach children have access to extracurricular activities and to sporting events/activities. Financial barriers removed through funding.</p>	<p>£2,500</p>	<p>Pupils voice – children enjoy the sport pitch and traversing wall for physical activity. Broader range of pupils accessing these areas.</p>	<p>Active Leader (new employed role) to prioritise break-times and lunchtime play as key times for the day where physical fitness can be further developed.</p>	
<p>Sports week held alongside a range of sporting events throughout the year to continually promote high aspirations for skill development and fitness of pupils.</p>	<p>Sports activities include: increased parental engagement, wake 'n' shake (on playground too), daily movement breaks</p>	<p>£600</p>	<p>Resources are well-used and appropriately accessed by a wide range of pupils.</p>	<p>Golden mile to continue with more focus on achievements and children discussing the physical benefits of this.</p>	
	<p>Resources are well maintained and of high quality. Daily access is made to the wide range of resources.</p>			<p>Active leader employed to work alongside the midday supervisor teams to improve interactions and engagement levels during core times of the day, including children being physically active.</p>	

Key indicator 2: The profile of PESSPA being raised across the school as a tool for whole school improvement				Percentage of total allocation:	
				7.4% £1,250	
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:	
Whole school events promoted and held throughout the academic year to maintain a high profile for sporting events, achievements and the skills of pupils. Development of physical education.	Whole school mini marathon organised – making links with other IFTL trust schools to widen the exposure and sense of collective success.	£300	Feedback from children highlights that they enjoyed and learned a lot about their own bodies and how exercise makes them feel good.	Main playground development with specialised zones for climbing, trails, physical games and team work, gross motor/large scale construction and building, mud kitchen/forest school. Project to be completed in autumn term in conjunction with SLT/liasing with school that had Opal support. Golden mile to continue and be celebrated via social media. MCAS and on school Sway newsletters.	
	Athlete visit to to school to take place during the year. Focus on resilience and sporting fitness. Make links to protected characteristics – sporting achievements with physical disability.	£650	Pupil voice shows that this opportunity is highly valued and that the visits from athletes encourage a positive change in behaviours.		
	Forest school element to be developed through more continuous access to the field (adjoining school) and the local area.	£300	Sway newsletters highlight the benefits of special visitors to the school. Foundation children engage fully with the forest school way of learning.		
Key indicator 3: Increased confidence, knowledge and skills of all staff in teaching PE and sport				Percentage of total allocation:	
				44.6% £7,500	
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:	

Safety curriculum, with links to PSHE developed and delivered to focus on progression of physical wellbeing (including the need to look after our own body).	Children have access to water throughout the day for healthy body and mind in readiness for learning.	£0	PE progression is clear from FS to end of Year 2. Quality of education for PE is good with outstanding elements. Children make good progress throughout their early education.	Curriculum review by subject leader positive.
To increase staff knowledge of the redeveloped PE curriculum and its progression from EYFS to the end of Key Stage 1, in readiness for their next steps.	New PE curriculum implemented to ensure progressive sequential skills and knowledge throughout all phases. Links made with the Jigsaw curriculum (PSHE).	£1000	Teachers report that they are more confident in the teaching of PE, particularly dance due to the CPD offer. Teachers report that physical activities throughout the day are improved.	Subject evaluation to show clear success with next steps identified. Staff to deliver and broad PE curriculum (including all new ECTs appointed in autumn 2022).
To increase staff confidence in the delivery of good sequential lessons.	Specialist sports coach/dance teacher employed to model, teach and support teachers, including ECTs as part of their programme of development. PE lead to support in conjunction with trust support and guidance when requested.	£6,500	Teachers make links between PE and PSHE curriculum. Vocabulary for quality PE learning is used frequently during lessons and children know more, do more and remember more.	CPD needs to be identified and addressed throughout the coming year in immediate response to monitoring. Staff receive further training for yoga teaching.

Key indicator 4: Broader experience of a range of sports and activities offered to all pupils Percentage of total allocation: **17.5% £2950**

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:
A wide range of extra curricular physical and active clubs are provided to engage all children. Pupil premium children offered subsidised and free places on clubs to break down barriers to the school offer. The PE curriculum design allows for a wide range of sports to be covered,	Clubs to run throughout the full school year with a range of clubs to engage all children. These will include (but not limited to) footballs, yoga, dance, dodgeball, archery, team games, tennis. PE progression documents and curriculum map is carefully designed	£2950	All clubs to be run to capacity with waiting lists. Parent survey reveals that they are happy with the level of teaching. Range of clubs is a strength. Children experience games, dance, gymnastics and yoga alongside the	Continue to develop the range of clubs, drawing on expertise of local talent and through liaising with other IFTL schools. Continue to focus on developing talent of children at school, especially vulnerable pupils (PP). Ensure equity and equality of

including swimming for Key Stage 1 pupils to develop early skills and understanding of water safety.	to support the development of skills and knowledge.		core skills for PE.	access to extra curricular offer.
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Key indicator 5: Increased participation in competitive sport				Percentage of total allocation:
				8.9%. £1500
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>Whole school sports day to take place with focus on skills, knowledge and competitive elements.</p> <p>House teams to continue to develop sense of sporting community, linked with the school value.</p> <p>Children to be aware of sporting events (World Cup 2022)</p>	<p>Continued use of field from adjoining school.</p> <p>Resources purchased for sports day to ensure high quality resources available to children</p>	<p>£500</p> <p>£1000</p>	<p>Sports day cancelled due to adverse weather. Replaced with carousel of physical activities in the hall with staff supporting skills and competitive races.</p> <p>Equipment to focus on ball skills, team work and obstacle courses popular with the children. Usage at lunchtimes showed greater levels of engagement from the children.</p>	<p>Increased sporting events to take place throughout the year with infant school competitions within the trust explored.</p> <p>Further investment into physical sporting and active equipment for climbing, independent learning for during break and lunchtimes.</p> <p>Active Lead (new role) to liaise with trust PE leads to engage children and families in PE more widely.</p> <p>Pupil Premium (pupils) identified to support and identify potential future sporting achievers.</p>

Signed off by	
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Date:	July 2022
Subject Leader:	Momtaz Begum
Date:	July 2022
Governor:	Danielle Chapman

Created by:



Association for Physical Education



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Supported by:



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