

# 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.



## Details with regard to funding

Please complete the table below.

Total amount carried over from 2019/20	£0
Total amount allocated for 2020/21	£0
How much (if any) do you intend to carry over from this total fund into 2021/22?	£0
Total amount allocated for 2021/22	£16,600
Total amount of funding for 2021/22. To be spent and reported on by 31st July 2022.	£16,600

## 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. <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>	n/a
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	%
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	%
<b>What percentage of your current Year 6 cohort perform safe self-rescue in different water-based situations?</b>	%
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?	n/a

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## 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:16,600		Date Updated: July 2022	
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: 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:
<b>To improve opportunities for our children to be more active and engaged at lunchtimes and break times.</b>	Sports and play equipment purchased for the children to use in the courtyard at break times. Grass matting installed to make the outdoor area usable all year round.		£6,134	Children are able to use a range of equipment which has helped their break time experience and develop their physical skills and also key values of the school. Friendship and social issues have improved. Resources are inclusive.  Children take ownership and responsibility over how the resources are used and are developing their own leadership skills by organising games themselves.	Children will be able to use their skills to show the younger children next year how to use the resources. Introduction of play leaders next year when children move to Year 2.  Children will continue to learn important values such as teamwork and leadership as well learning to share and take turns.
<b>Extra curricular sports clubs available</b>	After school clubs have been delivered by external providers as well as school staff throughout the week.			Football and tennis clubs have been made available. These clubs contribute to further physical activity and are also important for developing physical, social, cognitive and emotional skills outside the classroom environment.	More clubs to be introduced next year to be run by both staff and external companies. Externally provided clubs are funded by parents and the school where required.

Key indicator 2: The profile of PESSPA being raised across the school as a tool for whole school improvement				Percentage of total allocation:
				2%
Intent	Implementation		Impact	
<b>Emphasis on active breaks</b>	See Key Indicator 1			
<b>Sports Day</b>	Children will take part in Sports Day in their House teams.	£310	All children have the opportunity to compete against other Houses and the winner will get the opportunity to lift the school house cup.	Sports day is planned into PE and delivered by school staff.
<b>PE Lessons</b>	A broad curriculum map that meets the needs of the school.		Children have timetabled PE lessons. This allows them to learn and develop new skills and understand the benefits PESSPA can bring into their lives.	CPD for school staff to make sure that the standard of PE delivery is high. Pupil voice to obtain feedback from pupils regarding PESSPA.
<b>Extra-curricular clubs</b>	See Key Indicator 1			

<b>Key indicator 3: Increased confidence, knowledge and skills of all staff in teaching PE and sport</b>			Percentage of total allocation:
			45%
Intent	Implementation		Impact
<b>To improve the quality of PE lessons for all pupils by increasing teacher subject knowledge and confidence</b>	PSD sports services SLA purchased for next year to enhance PE delivery across the school.	£7385	Improved delivery of PE lessons and CPD for whole school staff. This will involve an extra day of sports coaches to train staff next year.
			Regular CPD for staff to ensure the standard of delivery for PE continues to improve.
<b>Key indicator 4: Broader experience of a range of sports and activities offered to all pupils</b>			Percentage of total allocation:
			17%
Intent	Implementation		Impact
<b>Additional achievements:</b> <b>Installation of a trim trail in courtyard</b> <b>Purchase of sports equipment to introduce new sports such as netball, basketball and cricket</b>	Active 8-part trim trail installed in courtyard.  For use in the MUGA and playgrounds	£2771	New skills to traverse trim trail learnt. Core strength developed.  More activities to engage pupils in the coming year
<b>Key indicator 5: Increased participation in competitive sport</b>			Percentage of total allocation:
			%
Intent	Implementation		Impact
<b>Over time pupils will be involved in competitive sports as they reach the age to compete in Borough sports activities. Introduce elements of competitive sports</b>  <b>School Sports Day</b>	See Key Indicator 3		Children to have the opportunity to compete against other schools and represent the school.