

# 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  
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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](https://www.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 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 2020/21?	£0
Total amount allocated for 2021/22	£17,800
Total amount of funding for 2021/22. To be spent and reported on by 31st July 2022.	£17,800

## 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? <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. Please see note above	NA
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	NA
<b>What percentage of your current Year 6 cohort perform safe self-rescue in different water-based situations?</b>	NA
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?	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: 2021/22		Total fund allocated: 17,800		Date Updated: July 2022			
Key indicator 1: The engagement of all 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:	
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 provide all children with extra allocated time to improve fitness out of PE lessons. One example being, the daily mile.		Children were able to take part in a daily mile with their class teacher. Some equipment will be bought to make the daily mile more exciting e.g skipping ropes etc		£150		Children have a strong understanding on how important it is to move your body for a minimum of 30 minutes a day in school. They all feel more confident as their fitness level has improved.	
Key indicator 2: The profile of PESSPA being raised across the school as a tool for whole school improvement						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:	

Children to have access to new playground equipment, to further develop their PE skills and gross motor skills.	It is important to have a variety of playground equipment for children to use to develop their sporting skills outside of PE lessons too, this also allows them to try different equipment and see what they enjoy themselves and what they need to improve on.	£1000	All children were very keen to play with all the new playground equipment. It ensured that children were staying active during playtime and were excited to play with different equipment. This also allowed them to feel more confident and engaged during PE, if we were using the same equipment.	To ensure that anything that is broken or starting to look like it will, is replenished for the following year.  Children's voice - to ask children what new equipment they would like to play with at play time and what they would like to try.
To upgrade and replenish PE equipment to allow teachers to follow their lessons when teaching from the curriculum.	An audit will be carried out to see what equipment is needed to support teachers in teaching their lessons. Additionally, PE equipment will be brought for SEN children so that lessons are adapted and they are able to access the curriculum too. PE lead, will look at scheme and order the equipment required for each lesson.	£2500	Teachers were able to teach lessons using all equipment they needed to allow children to reach their full potential in PE. Many children were very engaged and made fantastic progress.	PE lead to look through equipment regularly to see if anything needs to be replenished.

Key indicator 3: Increased confidence, knowledge and skills of all staff in teaching PE and 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:

PE lead to attend CPD courses to develop their subject knowledge, confidence. This is to also pass on to other members of staff so that they feel confident teaching PE too.	School buy in into BPSS – This is to attend CPD courses throughout the academic year.	£950 (£450 – Membership ) (£500 – Cost of cover for PE lead)	PE lead attended courses throughout the year and felt more confident in their subject knowledge. PE lead then support staff in school to feel confident in delivering PE lessons too. In turn, this supported the children as they were receiving high quality PE lessons.	PE lead to continue attending CPD courses.
Buy into a new PE scheme.	A new PE scheme was bought 'Get Set for PE'.	£700	Children have a very big enthusiasm towards PE lessons, they love that they are covering so many more topics in PE. This is allowing them to remember more and their progress has improved massively.	Get Set 4 PE will be the scheme taught the following year too.
PE specialist to teach PE in KS1 . Class teachers are released to teach alongside PE specialist and plan together to team teach during the lesson	KS1 staff are given the opportunity once every 3 weeks to team teach with a PE specialist coach to develop their confidence teaching PE.	£7800	Staff are more confident in teaching PE and therefore children are more engaged in PE. Support staff are equipped with good subject knowledge from this and are able to continue this during playtime to keep children active.	More opportunity for support staff to have the chance to teach children PE skills, e.g gross motor skills club to start to support those children who find PE more challenging.
<b>Key indicator 4: Broader experience of a range of sports and activities offered to all pupils</b>				Percentage of total allocation:
<b>Intent</b>	<b>Implementation</b>		<b>Impact</b>	
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:

Additional achievements:  PP children provided with the opportunity to attend after school sports club.	PP children to attend after school sports club to broaden their extra curricular activities and their cultural capital	£1250	PP children with those extra curricular activities, feel more confident during PE lessons as they have those external experiences too.	To be continued for the next academic year.
Children to have the opportunity to attend PE trips. These are aimed towards children who are SEN, PP and WT in PE.	Children to attend PE trips throughout the year and have those extra experiences out of the classroom.	£3500	Children from all different backgrounds feel more confident and more engaged with PE after attending these trips. Especially those which are tailored to those with SEN.	To be continued for the next academic year.



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:
Children to have the opportunity to attend PE trips. These are aimed towards children who are SEN, PP and WT in PE.	Children to attend PE trips throughout the year and have those extra experiences out of the classroom.	£ see above for cost of trips	Children from all different backgrounds feel more confident and more engaged with PE after attending these trips. Especially those which are tailored to those with SEN.	To be continued for the next academic year.

Signed off by	
Head Teacher:	Brenda McCafferty
Date:	July 2021
Subject Leader:	Aimee Epstein
Date:	July 2021
Governor:	Jenny Catley
Date:	July 2021