

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](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	£4,548
Total amount allocated for 2020/21	£19,367
How much (if any) do you intend to carry over from this total fund into 2021/22?	£7,519
Total amount allocated for 2021/22	£19,367
Total amount of funding for 2021/22. To be spent and reported on by 31st July 2022.	£26,886

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. 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	
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	62%
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	50%
What percentage of your current Year 6 cohort perform safe self-rescue in different water-based situations?	58%
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?	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:	
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:
				%
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 children participate in 2 hours of PE per week. Active lessons, active brain breaks and increased outdoor activity.	Timetabled 2 hours PE lessons for each class delivered by teachers and Dream Big coaches. Teachers use a variety of online platforms to 'Be Active' in the classroom and PE Passport for curriculum lesson coverage.	£300	More experiences including outdoor learning. Children develop their skills, knowledge and motivation by being physical and active. They understand the impact of physical activity on their physical and mental health; they are alert, focused and ready to learn.	Continue with the comprehensive PE plans in place via The PE Passport and further enhance with the introduction of Commando Joes later in the next academic year.
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:

All children engage in physical activity at school and in after school clubs. Teachers deliver quality lessons that challenge, motivate and equip children with a variety of skills and knowledge. Improve outdoor provision for Early Years.	Dream Big coaches and teachers engage children in a variety of sport and activity during lessons. After school clubs offering various physical activities available. Update outdoor EYFS provision so children are able to develop physical, social and problem solving skills.	£15,908	Children experience a variety of sport and activity including dance and yoga on a regular timetabled basis. EYFS children can access improved provision that supports their physical development and promotes being active in line with Development Matters.	With continued funding, this high quality provision will continue. Allocate further funding to finish the EYFS outdoor provision.
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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:
Qualified coaches to work with teachers to increase confidence, knowledge and skills for teaching PE - focusing on teacher's particular areas for development, eg. inclusion of SEND children in all sporting activities and increasing challenge to all children.	Dream Big Sports coaches up-skill teachers CPD through the PECS Programme. Teachers plan with the coach and deliver lessons, tracking progress.	£10,678	Teachers more confident in teaching a wide range of PE/sport and using specific sports equipment. As a result, pupils receive a high-quality PE curriculum that inspires all pupils to succeed and excel in sport and other physically-demanding activities.	With continued funding, this high quality provision will continue. Look at CPD for teachers in dance with highly trained dance coach.
Key indicator 4: Broader experience of a range of sports and activities offered to all pupils				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:

<p>Additional achievements:</p> <ul style="list-style-type: none"> * Cricket coach * LaCross coach * Trampolining * Dance * Yoga * Grass sledging 	<p>Half a term of cricket and a full day cricket road show to most year groups. LaCross delivered to Year 2, 5 & 6. KS2 involved in grass sledging.</p>	<p>£</p>	<p>Children experienced cricket and LaCross and some went on to join the local cricket club. Some children have joined after school dance club following dance with Dream Big coach.</p>	<p>Continue providing a range of clubs and contact the coaches to see if further sessions will be made available.</p>
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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:
Participation in IPLCN events - football, athletics, orienteering, archery, SEND festival. Participation in Football and Multi Sports competitions at local club - RAFC.	Children attended a variety of competitions and festivals at varying levels of ability in the local area and at schools in our collaborative.	£	Children are physically confident, build character and embed values such as fairness and respect.	Participate in future IPLCN competitions and other local sporting events. Plan more inter house competitions.

Signed off by	
Head Teacher:	Rachael Bentham
Date:	21/07/22
Subject Leader:	Vicky Whelan
Date:	21/07/22
Governor:	David Ashworth
Date:	21/07/22