

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	£5501.00
Total amount allocated for 2020/21	£5501.00
How much (if any) do you intend to carry over from this total fund into 2021/22?	£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. 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 2020. 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	%
What percentage of your current Year 6 cohort perform safe self-rescue in different water-based situations?	%
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?	Yes/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 pupils to have at least an hour of high quality P.E. KS2 will be taught by the School Sports coach and supported by a HLTA. EYFS and KS1 will be taught by class teachers or HLTA who liaises with the P.E Co-ordinator.	P.E coordinator to liaise with Sports Coach to ensure that a broad and balanced P.E curriculum is planned, delivering a wide variety of sporting styles and genres.	£16.800 to pay for Sports coach.	Children will be become fitter and develop more stamina. They will develop new skills and experience a wider variety of sporting genres.	All children will continue to receive at least an hour of high quality P.E.
Additional equipment purchased in order to effectively deliver the curriculum – new mats for gymnastics, new balls in different sizes, hoops and skipping ropes in KS1.	Assessment within the lessons will be more effective as all the children have a piece of equipment each so they can develop their skills.	£1000	Children have developed their skills, noticing when they are achieving the steps set in the lesson and applying these in game situations.	P.E equipment to be audited, checked and replenished regularly.
Engagement in physical activity during lunchtime – aim to get children moving and to improve physical fitness.	Sports coach will set up activities for the children in KS2 to develop their stamina and skills.		Children are engaging with physical activity at lunchtime. Behaviour incidents are reduced to the engagement of children.	More children being encouraged to participate in lunchtime activities.
				Percentage of total allocation:

Key indicator 2: The profile of PESSPA being raised across the school as a tool for whole school improvement				%
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 are made aware of mindfulness in relation to physical and mental health. Give children the widest ranging curriculum. Offer as many opportunities as possible and exposure to previously uncovered areas of PESSPA.	Giving children the opportunity to reflect and calm themselves, being aware of their body and mental state and using this to effectively manage their behaviour across all areas of school. Allow children to experience a range of new activities and ways to apply their skills.	£0	Most children can identify their feelings and emotions and can state why they feel this way, they are developing (using) strategies to calm.	Weekly class mindful sessions have been implemented and will continue to help assist the children in connecting with their emotions and expressing their behaviour. Children will continue to be able to express how they feel and know how to manage their own calming techniques. Children will be more Mental Health aware.

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 lessons currently delivered by an external Sports Coach and a HLTA in both key stages (covering PPA). The HLTA and the Sports Coach discuss pupils' progress with class teachers. Raise awareness of National Curriculum requirements and expectations for their year group.	All pupils are receiving high-quality PE sessions delivered by an expert coach. Teachers aware of skill development in PE across the school.	£16,800 (fee for Sports Coach)	Pupils show confidence in the application of age-appropriate PE skills in a variety of different sports and disciplines. HLTA's are upskilled in the delivery of PE. Teacher's understanding of the PE curriculum and assessment are consolidated.	Teachers to assume more responsibility for delivering PE with the expert assistance of the Sports 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:
Continue to offer a wide range of activities, both within and outside the curriculum in order to get more pupils involved.	There will be 4 junior and 3 infant after school clubs running on a weekly basis. Sport coach to lead lunchtime activities in KS2.	£16,800 (funding allocated to external coaching provider).	Pupils have been exposed to different sports and learnt about rules and skills needed to play.	Focus on pupils who do not take up additional PE and sport opportunities. Arrange a pupil survey to ascertain what pupils would like in relation to the different club so that they can catered towards their interests.

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:
To introduce additional intra and inter school competitions in order to engage more pupils in competitive sport.	Develop a sense of competition, team work and a desire to improve. Achievement in their own ability.	£0	Not completed due to COVID restrictions.	Develop stronger links with our PE Cluster schools. Introduce in school house competitions. Children to develop a sense of competition and a sense of ownership and achievement along with support for others in their class/house.

Signed off by	
Head Teacher:	Jayne Kitaratzis
Date:	1/2/22
Subject Leader:	Gilly Harris
Date:	1/2/22
Governor:	Sarah Crosby
Date:	1/2/22