

# 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	£0
Total amount allocated for 2020/21	£ 17,000
How much (if any) do you intend to carry over from this total fund into 2021/22?	£10,000
Total amount allocated for 2021/22	£17,000
Total amount of funding for 2021/22. To be spent and reported on by 31st July 2022.	£27,000

## 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>	
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	37%
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	63%
<b>What percentage of your current Year 6 cohort perform safe self-rescue in different water-based situations?</b>	63%
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?	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: 2021/22		Total fund allocated: £27,000		Date Updated: 27.09.22	
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:
					39.98%
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:		Evidence of impact: what do pupils now know and what can they now do? What has changed?:	
<ul style="list-style-type: none"><li>Children should have access to appropriate resources to experience and enjoy PE</li><li>Children should have access to resources for outdoor play, including at lunchtime</li><li>Children require regular movement breaks, outside and inside</li><li>Children can enjoy physical activity before and after school (clubs)</li><li>Children to have a variety of opportunities to take part in physical activities</li></ul>		<ul style="list-style-type: none"><li>PE equipment purchased that children can use during PE lessons an breakfast and afterschool clubs, including balance bikes and PE equipment</li><li>Year 4 and 5 children spend two and a half terms attending swimming lessons</li><li>Children are to remain physical during playtimes with the implementation of OPAL play this year</li></ul>		<ul style="list-style-type: none"><li>Children enjoy learning new sports and accessing appropriate resources within PE lessons and afterschool clubs</li><li>Children will have access to more active and stimulating lunchtime play with OPAL</li></ul>	
		£1414 – bikes £3918.50 – swimming £459.50 – equipment £4999 - OPAL  <b>£10,794</b>			
Key indicator 2: The profile of PESSPA being raised across the school as a tool for whole school improvement					Percentage of total allocation:
					0.74%
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:
<ul style="list-style-type: none"> <li>Children should be given the opportunity to experience a variety of sport and see how sport can be used in their lives as well as future careers</li> </ul>	<ul style="list-style-type: none"> <li>Children experienced the opportunity to have a presentation and workshop by a winter Olympian</li> </ul>	£200 – Olympic visitor  <b>£200</b>	<ul style="list-style-type: none"> <li>Children expressed their enjoyment within the workshops and talked a lot about the Olympian following his visit, including conducting research into his sport</li> </ul>	<ul style="list-style-type: none"> <li>Consider future visitors and opportunities for children to experience a variety of sport and physical activity</li> </ul>

Key indicator 3: Increased confidence, knowledge and skills of all staff in teaching PE and sport				Percentage of total allocation:
				48.46%
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:
<ul style="list-style-type: none"> <li>Children should be taken part in PE lessons that include all key parts of the PE curriculum</li> <li>Children need access to quality sports teaching</li> <li>Mentoring and coaching for PE subject lead in order to provide solid subject leadership</li> </ul>	<ul style="list-style-type: none"> <li>Qualified sports coaches in school 2 days a week to work with all classes from Year 1 – 6</li> <li>Sports coaches running 2 afterschool sports clubs after school</li> <li>Support to PE lead with relevant subject leadership training</li> </ul>	£8510 – Premier Ed  £595 – IPEP  £1200 – PE Coordinator  £2780 – PE coaches  <b>£13,085</b>	<ul style="list-style-type: none"> <li>Children enjoy PE and make good progress in skills development</li> <li>Children have had the opportunity to take part in a variety of sports during PE lessons and afterschool clubs</li> <li>PE lead has created relevant Long Term Plans that are being followed by teachers and coaches to teach PE</li> </ul>	<ul style="list-style-type: none"> <li>PE coach to continue to be used to deliver high quality teaching and this to be continuously monitored by PE lead</li> </ul>
Key indicator 4: Broader experience of a range of sports and activities offered to all pupils				Percentage of total allocation:
				4.99%
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:
<ul style="list-style-type: none"> <li>Children to be exposed to a variety of sports and activities in PE lessons, assemblies and extra curricular activities</li> <li>Access to extra-curricular clubs – sports clubs in school including football, netball, dodgeball</li> <li>Children to be given the opportunity to take part in a variety of ‘experience days’ of sports they may not normally be exposed to</li> </ul>	<ul style="list-style-type: none"> <li>All children took part in a ‘golf’ day where they learnt different golfing skills and used quality equipment</li> <li>After school and lunchtime sports clubs were rolled out throughout the year for all children year 1-6 to attend</li> <li>Children took part in a circus day where they learnt a variety of circus skills and had the opportunity to learn about this too</li> <li>Year 4 and 6 children watched the cricket at Trent Bridge – exposed to competitive sport in a real life setting</li> </ul>	<p>£149 – golf</p> <p>£280 – colour run</p> <p>£428 – circus workshop</p> <p>£490 – Trent Bridge cricket</p> <p><b>£1347</b></p>	<ul style="list-style-type: none"> <li>All clubs were well attended by children and children stated that they gained enjoyment out of them. Coaches saw progress in children’s skills throughout the weeks</li> <li>Many children stated they enjoyed the ‘experience days’ and trips out – some going on to attend clubs linked to these events, including golf and cricket</li> </ul>	<ul style="list-style-type: none"> <li>Children to take part in school colour run, using paint powder purchased</li> <li>Continue to offer a variety of clubs throughout the year to a range of children, ensuring least active children are given all opportunities.</li> </ul>



Key indicator 5: Increased participation in competitive sport				Percentage of total allocation:
				5.83%
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:
<ul style="list-style-type: none"> <li>Children have access to a comprehensive and regular programme of competition and festivals for children across the primary age range which enables them to compete against other schools</li> </ul>	<ul style="list-style-type: none"> <li>Equipment purchased for sports clubs, ensuring they had the correct and highest quality equipment to learn new skills and attend competitions and festivals</li> <li>Children in all age groups attended a variety of competitive games, including netball and football</li> <li>Many children had the opportunity to play alongside other schools at sporting festivals</li> </ul>	£900 – equipment £674 – equipment for clubs  <b>£1574</b>	<ul style="list-style-type: none"> <li>Children have regularly asked for further fixtures, after enjoying competitive fixtures previously</li> <li>Children have learnt the value of teamwork and sportsmanship</li> <li>Children have developed their skills through festivals and clubs</li> </ul>	<ul style="list-style-type: none"> <li>Equipment to be monitored regularly and kept up to date to ensure clubs can continue to run</li> <li>Children to continue to have the opportunity to play in fixtures and tournaments against other schools</li> </ul>

Signed off by	
Head Teacher:	Suzanne Johnstone & Laura Duggin
Date:	03.10.22
Subject Leader:	Hannah Stevenson
Date:	27.09.22
Governor:	Guy Le Geyt
Date:	05.10.22