

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	£1,061
Total amount allocated for 2020/21	£16,660
How much (if any) do you intend to carry over from this total fund into 2021/22?	£12,229
Total amount allocated for 2021/22	£16,660
Total amount of funding for 2021/22. To be spent and reported on by 31st July 2022.	£28, 889

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	50%
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?	50%
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: 0%
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"> All pupils to be active for a minimum of 30 minutes every day when attending school To include all year groups in a wider range of break time activities Support and encourage pupils to be active outside of school during lockdown 	<ul style="list-style-type: none"> Continued with daily walk and talk initiative during lockdown and bubbles, at different times Shared outdoor toys and rotated play spaces. Sectioned field to allow access to outdoors for those in school/ bubbles on return Provided Online activities for physical activity during lockdown Purchase of obstacle course equipment for early years to develop skills early 	£0	<ul style="list-style-type: none"> Activities rotated to support higher levels of engagement Pupils celebrated each other's achievements through the awarding of certificates in assemblies Pupils who attended school during lockdown were able to access games and activities Pupils at home were able to follow PE and physical activity ideas 	<ul style="list-style-type: none"> Ensure Bronze Ambassadors are able to continue in their role once bubbles are removed. Consider use of BA to develop Intra school competition Continue to maintain interesting games and activities at playtimes. Develop the outside of the school to include a revamped outdoor learning space and improved use of the field.
Key indicator 2: The profile of PESSPA being raised across the school as a tool for whole school improvement				Percentage of total allocation: 4%
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"> All pupils to be aware of activities available to them Pupils to have a broader range of strategies to develop mental health 	<ul style="list-style-type: none"> Review and update playtime resources to enable the children to be active at playtimes Ensure playtime resources are available during bubbled playtime 	TA training as part of WSWSSP £1100	<ul style="list-style-type: none"> Children able to engage with activities even during bubbled and restricted playtimes 	<ul style="list-style-type: none"> Further develop the range of activities available for the children to engage with at playtimes Build pupils' health and wellbeing through regular physical exercise in and out of school

Key indicator 3: Increased confidence, knowledge and skills of all staff in teaching PE and sport				Percentage of total allocation:
				7%
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"> Staff, and therefore pupils, to be clear about how they can progress their PE and sporting skills Introduction of new sports and training for staff 	<ul style="list-style-type: none"> Staff CPD - Staff time made available through allocation of staff meeting time Golf day and staff meeting Tennis coaching through Premier education 	<ul style="list-style-type: none"> WSWSSP £1,100 JOLF- £400 Tennis £500 	<ul style="list-style-type: none"> Increased confidence of staff in delivering PE Staff able to effectively differentiate PE delivery 	<ul style="list-style-type: none"> Support staff to make the best use of the indoor door space for PE lessons Ensure pupils can see and understand the skills they need to learn in order to progress Support staff to deliver effective weekly PE sessions within the

				confines of Covid-19 restrictions
Key indicator 4: Broader experience of a range of sports and activities offered to all pupils				Percentage of total allocation:
				7%
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"> Access to a wide range of sports, sporting and physical activity experiences Develop equipment to enable children to access the full range of the curriculum 	<ul style="list-style-type: none"> Participation in Festivals as well as competitive sports (WSWSSP) Golf Day Tennis sessions with Premier Education 	<ul style="list-style-type: none"> WSWSSP £1,100 £500 – Tennis £400 – Golf 	<ul style="list-style-type: none"> More pupils participating in festivals and sporting activities, such as Girls Introduction of new sport and equipment which could be used for PE lessons 	<ul style="list-style-type: none"> Pupils to access sports outside of the school community – develop closer links to the wider sporting community Develop range of after school sports clubs offered.

Key indicator 5: Increased participation in competitive sport				Percentage of total allocation:
				4%
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"> Ensure the children continue to take part in competitive sport 	<ul style="list-style-type: none"> Access WSWSSP competitive virtual sporting events 	<ul style="list-style-type: none"> WSWSSP (one year of funding £1,100) 	<ul style="list-style-type: none"> Children continue to be able to participate in competitive sport and develop positive attitude towards success or failure. 	<ul style="list-style-type: none"> Increase intra-school sporting competition as part of PE until inter-school competition resumes Create a new space outdoors for competitive sport

Signed off by	
Head Teacher:	Jacqui Dommett
Date:	21 st July 2021
Subject Leader:	Jacqui Dommett
Date:	21 st July 2021
Governor:	Rev Ian Forrester
Date:	21 st July 2021