

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](#).

Created by:



Supported by:



Details with regard to funding

Please complete the table below.

| | |
|---|--|
| Total amount carried over from 2019/20 | £1,000 |
| Total amount allocated for 2020/21 | £18,470 |
| How much (if any) do you intend to carry over from this total fund into 2021/22? | £3,500 |
| Total amount allocated for 2021/22 | £18,610 |
| Total amount of funding for 2021/22. To be spent and reported on by 31st July 2022. | £ 18,610 (school has made up the short fall off £1910.44) |

Swimming Data

Please report on your Swimming Data below.

| | |
|--|-------|
| <p>Meeting national curriculum requirements for swimming and water safety.</p> <p>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.</p> <p>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</p> | |
| <p>What percentage of your current Year 6 cohort swim competently, confidently and proficiently over a distance of at least 25 metres?</p> <p>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.</p> <p>Please see note above</p> | 77.8% |
| <p>What percentage of your current Year 6 cohort use a range of strokes effectively [for example, front crawl, backstroke and breaststroke]?</p> <p>Please see note above</p> | 66.7% |
| What percentage of your current Year 6 cohort perform safe self-rescue in different water-based situations? | 66.7% |

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: 2021/22 | | 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: |
| <p>To continue with Morning Activity Club offer where allowed (due to pandemic).</p> <p>To continue to offer a wide range of extra-curricular activities.</p> <p>To engage more girls in extra-curricular sporting activities throughout KS1 and KS2.</p> <p>To ensure all children have the opportunity to engage in physical activity to promote inclusion and equality.</p> <p>To offer a sports holiday club during the school holidays.</p> <p>Feel Good Friday to continue on a fortnightly basis.</p> | <p>To begin the day positively, energize children ready for the day. Developing gross motor skills as well as personal, social and emotional skills when working alongside others or in a team.</p> <p>To encourage pupils to engage in a wide range of physical activity to promote health, well-being and fitness and identify new skills and talents. SLT and PE lead to meet regularly to review offers in relation to COVID-19.</p> <p>To increase the time spent involved in physical activity daily.</p> <p>To continually increase the number of children participating in PE.</p> | <p>£5617.80 (yearly for MAC)</p> <p>£541.50</p> <p>£1,215 (extra-curricular clubs)</p> <p>Resources and equipment £3750</p> <p>This years subscription to Striver? £350 (health and wellbeing)</p> | <ul style="list-style-type: none"> Class teachers report following attendance at MAC pupils settle well into lessons are engaged and ready to learn. Through offering a range of clubs to both KS1 and KS2 this has resulted in increased numbers of pupils taking part in physical activity after school. This has an impact on fitness and wellbeing. Parents have been very positive about how pupils have enjoyed the clubs and have looked forward to going to school to attend them. Teachers have noticed a direct link to improved skill and confidence in PE lessons. More activities and opportunities provided for girls greater engagement from previous year more girls engaging in competitions and enrichment Girls now speaking about their aspirations to sports based careers Every pupil in KS1 and KS2 has been offered the opportunity to engage in an after school club or interschool competition. The impact of this has been that all pupils know that PE and | <p>To continue with Morning Activity Club to build on the success of this year.</p> <p>To continue to develop even further next academic year the range of extra-curricular activities.</p> <p>Sports Coach and PE lead to continue to actively seek out competitions and opportunities open to girls. Staff to continue to monitor take up and engagement in clubs and activities to ensure any gender imbalance is quickly addressed.</p> <p>To ensure sports holiday clubs run over Easter and October half term next academic year.</p> |

Created by:



Supported by:



| | | | | |
|--|---|---|---|---|
| <p>To continue with activities led by the sports coach at lunch times (where appropriate).</p> <p>To continue with activities led by playground leaders and sports leaders at lunch times (where appropriate).</p> <p>To ensure all pupils are participating in physical activity during their allocated PE slots (2 hours per week).</p> <p>To offer sporting activities to classes during 'Incredible Us!' time.</p> <p>To work towards the purchase of an outdoor gym for school.</p> | <p>To develop behaviour, team work, social skills and physical skills while giving children enjoyable tasks to do.</p> <p>To provide opportunity for more children to be involved in sporting/active games during lunchtime.</p> <p>Develop a love for sports.</p> <p>Enjoy being part of a team.</p> <p>Understanding that taking part is what matters.</p> <p>To involve Parents Committee in the fundraising plans for the school gym.</p> | <p>elements)</p> <p>£250 CPD over the year and cover costs.</p> | <p>sport is for everyone and that extra-curricular opportunities are inclusive and available to all.</p> <ul style="list-style-type: none"> School has forged positive links with community clubs and organisations - impact pupils have opportunity to further develop their skills and contribute to wider teams and clubs Increase in participation and engagement significantly higher number of pupils this year compared to the last two years moving the school back to roughly pre-Covid levels. Following sports and playground leader training pupils developed skills in supporting other pupils with teamwork and resolving disputes. The children worked alongside adults at lunch time and developed a range of interpersonal, leadership and teamwork skills. The children supported by the playground and sports leaders also benefitted as they developed respect for other pupils and had opportunity to engage in a wide range of sporting and physical activities at playtime. The number of negative behaviour incidents staff had to deal with significantly decreased when playground and sports leaders were supporting at lunchtimes. Noticeable increase in confidence noticed by class teachers of playground and sports leaders. Participation in the daily mile raising fitness levels of pupils and staff. Staff and pupils invited to wear sporty clothes. Staff attending in PE kit has had a positive impact on pupils and a higher proportion of pupils are attending in the correct sports kit. Quality resources invested in. Impact improved engagement, enjoyment, participation and teamwork observed in pupils. All pupils are accessing 2 hours of PE a week. This has had the impact of | <p>Monitor engagement of girls and P/'Dis FSM pupils</p> <p>Ensure there is opportunity for SEND pupils to engage and regular opportunities for children to access inclusive competitions and events.</p> |
|--|---|---|---|---|

| | | | positive levels of progress and attainment in PE compared to the last two academic years. Pupil voice interviews demonstrate that for the vast majority of pupils PE is one of their favourite subjects in school. | |
|---|--|--|---|--|
| 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: |
| <p>To meet criteria in order achieve Gold Games Mark for 2021-22.</p> <p>To continue to develop leadership of the subject and for sports coach to support teachers in all year groups.</p> <p>Continue to update subject overview on a termly basis.</p> <p>To continue to communicate with parents about curricular PE and enrichment.</p> <p>To regularly update school noticeboards and environment.</p> | <p>Use of school games and school games values to promote and build a school ethos around PE and sport. To encourage physical exercise that requires some endurance and perseverance. Children to have the opportunity to better themselves and work to improve their time.</p> <p>To audit, review and monitor coverage and progression of PE throughout school.</p> <p>To raise the profile of sport and set a good example of sports participation.</p> <p>To encourage children to participate in sports and a healthy lifestyle.</p> <p>To be positive role models to the children that sports can be enjoyed</p> | <p>£512.68</p> <p>£1026.68</p> <p>£100.00</p> <p>£400 CPD support</p> <p>£125</p> <p>£100</p> <p>£180 (food and enrichment resources)</p> <p>£351 dance club costs</p> | <ul style="list-style-type: none"> The impact of this has been increased subject knowledge, improved approach to planning and delivery. This has resulted in tighter delivery in lessons and more opportunities for pupils to learn and use key vocabulary. Increased pace and engagement has been observed in lessons. Class teachers have developed further their subject knowledge through CPD from PE lead and model lessons and support from Sports coach in addition to use of Striver resources. Teachers have reported improved confidence when teaching PE. PE lesson monitoring evidenced increased pace, engagement and use of correct use of vocabulary by staff and pupils. The content of the schools subject overview is being implemented and updated regularly. Parents and governors are well informed Achievements are celebrated on website and Twitter building self-esteem and confidence Pupils who attended the school residential and engaged in a wide range | <p>To begin process to apply for Games Mark Summer Term 2023 not started this year</p> <p>To continue to provide opportunities for sports coach to support teachers and teach model lessons.</p> <p>Subject overview to be reviewed and updated termly next academic year</p> <p>To continue to raise the profile of PESSPA and enrichment in the school environment, social media and website.</p> <p>Continue to regularly update and communicate with parents/carers in relation to events, achievements and provision.</p> |

| | | | | |
|--|---|--|--|--|
| | <p>regardless of age, gender, ability...etc.</p> <p>Regular PE celebration time in assembly.</p> <p>To ensure display boards are regularly updated with PE achievements, events and information.</p> <p>To encourage staff to wear appropriate clothing for the teaching of PE in order to encourage children to do the same.</p> | | <p>of outdoor and adventurous activities. impact: personal achievement, enjoyment, engagement and self-confidence increased.</p> <ul style="list-style-type: none"> Health, nutrition and wellbeing classroom sessions as part of PE provision making sure pupils are aware of the importance of good mental health, a balanced diet and positive impact on the body and mind from exercise Pupils are using a wider range of technical vocabulary to describe their learning and achievements in PE More pupils are wearing correct kit. | <p>Monitor engagement of girls and P/Dis FSM pupils</p> <p>Ensure there is opportunity for SEND pupils to engage and regular opportunities for children to access inclusive competitions and events.</p> |
|--|---|--|--|--|

| 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: |
| <p>Continue to use Striver as a tool for planning and assessment across the whole school.</p> <p>Continue to offer regular CPD for staff (including dinner staff).</p> <p>PE lead and sports coach always on hand to offer support in relation to planning, assessment and CPD for staff.</p> | <p>To purchase new proforma and scheme for the teaching and assessment of PE.</p> <p>To ensure all staff are confident in the teaching of PE to their class and that children are making at least good progress towards their age related expectations.</p> <p>Model lessons from sports coach.</p> | <p>£350.00</p> <p>£25.00</p> <p>£250 (cover costs to free AHT and Sports Coach up to provide CPD for SMSAs)</p> <p>£405</p> | <ul style="list-style-type: none"> Solid assessment systems that support planning and have accelerated progress through clear target setting with pupils High quality activities planned and delivered increasing teacher subject knowledge and pupil enjoyment and engagement Increased teacher confidence with content and delivery of PE curriculum | <p>Sports coach and PE lead to continue to support staff with Striver planning, resources and assessment</p> <p>Regular CPD and training opportunities to continue for SMSAs</p> <p>Sports Coach and PE lead to continue to support class teachers with delivery of PE</p> |

| 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>To continue to offer a wide range of activities during PE lessons. After school activities may be more limited as a result of pandemic.</p> <p>Provide opportunity for Year 5/Year 6 pupils to engage in Bikeability program.</p> <p>Children to engage in in school events where pandemic allows this to happen.</p> <p>To continue to work towards the purchase of an outdoor gym for school.</p> <p>To offer children experiences in activities that they wouldn't normally partake in and activities further to those provided on Striver.</p> | <p>To encourage pupils to engage in a wide range of physical activity to promote health, well-being and fitness and identify new skills and talents. Questionnaire to be distributed throughout school to investigate interests in sports to look to set up appropriate after school clubs to cater for this.</p> <p>To educate children on the broad range of sports that are available. Promote road safety and raise awareness of greener transport.</p> <p>To develop children's confidence and participating at events.</p> <p>To develop positive feeling in regard to sports and set up lifelong enjoyment.</p> | <p>£350.00</p> <p>£25.00</p> <p>£100.00</p> <p>£843.00</p> <p>£4004.28 cost of providing competitions and enrichment events for the year</p> | <ul style="list-style-type: none"> Additional opportunities have been created within PE Lessons developing new skills and identifying new strengths and talents. Enjoyment for both pupils and staff. A wider range of activities have been included through extra-curricular activities such as table tennis. Pupils have engaged in new activities and discovered new talents. Pupils have been allowed to safely push themselves, face fears and build confidence. This breadth of choice has encouraged pupils to get more involved with sports and clubs outside of school. School staff have supported with putting pupils and families in contact with community clubs and organisations. Of the 45 year 6 pupils 26 engaged and successfully complete the Bikeability Program.. Providing pupils with key skills to keep themselves safe when cycling out on the roads. | <p>To develop even further breadth of Offer in PE lessons, clubs and enrichment.</p> <p>To ensure Upper KS2 pupils have the opportunity to engage In Bikeability next year.</p> <p>To build even further on the opportunities for pupils to engage in inter-school events.</p> <p>To continue to work towards the purchase of an outdoor gym for school</p> |

| | | | | |
|--|--|--|--|--|
| | <p>To raise the importance of community cohesion.</p> <p>To involve Parents Committee in the fundraising plans for the school gym.</p> | | | |
|--|--|--|--|--|

| 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: |
| <p>Children to engage in in school events where pandemic allows this to happen.</p> <p>Children to engage in out of school events and tournaments, where pandemic allows.</p> <p>Allow all children the opportunity to engage in competitive sport to promote inclusion and equality.</p> | <p>Ensure that there is adequate transport provided to ensure children can attend all competitions and events possible.</p> <p>To encourage all children to participate in at least one sporting event throughout the year.</p> | | <ul style="list-style-type: none"> Pupils across KS2 have had the opportunity to take part in a range of out of school events and competitions: Despite the increasing cost of fuel this year transport has been arranged for all sporting trips as required this year. This has meant that all pupils involved have had the opportunity to compete or engage. The impact is that pupils have had the experience of representing school and engaging in competitions, they have opportunity to engage in a range of different events and have developed confidence and improved skills. Pupils have benefitted from school inclusive approach to selecting events and opportunities have been offered to all pupils. All pupils have had the opportunity to compete at their annual class sporting event attended by parents. | To develop even further breadth of Offer in PE lessons, clubs and enrichment. |

| | |
|-----------------|----------------------------|
| Signed off by | |
| Head Teacher: | Mrs Chloe Lawson |
| Date: | 10 th July 2022 |
| Subject Leader: | Mrs Lyndsay Firth |
| Date: | 10 th July 2022 |

| | |
|-----------|----------------------------|
| Governor: | Mrs Sabeena Chavan |
| Date: | 10 th July 2022 |