

Evidencing the impact of the Primary PE and sport premium

Website Reporting Tool

Revised October 2020



Commissioned by



Department
for Education

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It is important that your grant is used effectively and based on school need. The [Education Inspection Framework](#) (Ofsted 2019 p64) 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 criteria](#) (p41) inspectors consider the extent to which schools can articulate their curriculum (INTENT), construct their curriculum (IMPLEMENTATION) and demonstrate the outcomes which result (IMPACT).

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

Please visit 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 as well as on the impact it has on pupils’ PE and sport participation and attainment by the end of the summer term or by **31st July 2021** at the latest.

**** In the case of any under-spend from 2019/20 which has been carried over this must be used and published by 31st March 2021.**

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](#).

Support for review and reflection - considering the 5 key indicators from DfE, what development needs are a priority for your setting and your pupils now and why? Use the space below to reflect on previous spend and key achievements and areas for development.

Key achievements to date until July 2021:	Areas for further improvement and baseline evidence of need:
<p>Two PE teachers are trampoline trained up to L2</p> <p>3 additional staff are rebound trained and Train the Trainer rebound trained.</p> <p>A projector and screen has been installed into the sports hall meaning that dance/fitness activities could be enhanced post Covid.</p> <p>Outdoor gym equipment has now been installed</p>	<p>Continue to upskill staff and deliver this training to others throughout the department.</p> <p>Continue to develop the sports hall using sustainable resources</p> <p>Following COVID, festivals and competitions to start up again.</p> <p>Increased physical activity throughout the day in the form of Active blasts and active breaks in the classroom.</p> <p>Increased physical activity at a lunchtime</p>

Did you carry forward an underspend from 2020-21 academic year into the current academic year? NO

Delete as applicable

If YES you must complete the following section

If NO, the following section is not applicable to you

If any funding from the academic year 2020/21 has been carried over you MUST complete the following section. Any carried over funding MUST be spent by 31 March 2021.

What Key indicator(s) are you going to focus on? Key indicator 1				Total Carry Over Funding:
Intent	Implementation		Impact	

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.	n/a Due to COVID-19, we have been unable to go swimming this academic year and so no assessment can take place.
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.	%
What percentage of your current Year 6 cohort use a range of strokes effectively [for example, front crawl, backstroke and breaststroke]?	%
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?	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: £16400		Date Updated: September 2021	
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:
					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:	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 students in the school to engage in Active 30 daily. All students to access a range of types of physical activities. All students to benefit from physical activity breaks/active blasts throughout the day. Active lunch clubs to be accessed by students throughout the school. Outdoor gym to be used for PE as well as for interventions and physical activity throughout the day.	Students to continue to access Active breaks and lunchtimes. Staff to deliver active blasts throughout the school day. School to gain Active 30 certificate	£200			
	Moki class pack wrist band watches to be purchased and trialled as an intervention with different groups of students.	£672			
	All staff to be trained to use the outdoor gym.				
	Installation of Primary play equipment for active breaks	£15,000			
	Active literacy and numeracy training	£100			

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Key indicator 2: The profile of PESSPA being raised across the school as a tool for whole school improvement				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:
<p>To increase awareness of PESSPA amongst the school community.</p> <p>Celebration assembly every week to ensure the whole school is aware of the importance of PE and Sport and to encourage all pupils to aspire to being involved in the assemblies.</p>	<p>Displays around school</p> <p>PESSPA training led by PE staff.</p> <p>Use Sports leaders/PE Steering group to organise and lead activities</p> <p>Celebration assemblies, trophies and medals</p> <p>Achievements celebrated in assembly (match results + notable achievements in lessons etc.)</p> <p>Different classes to do dance/gymnastics displays</p>			

Key indicator 3: Increased confidence, knowledge and skills of all staff in teaching PE and sport				Percentage of total allocation:
				2%
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>Pupils to benefit from upskilled staff delivering a wide range of sports confidently and competently. Pupils will access an exciting, engaging, diverse, broad and balanced curriculum.</p> <p>Pupils to benefit from upskilled staff at lunchtime and after school clubs</p> <p>Pupils to benefit from knowledgeable and confident staff.</p>	<p>Archery training</p> <p>Boxercise training</p>	£428		
Key indicator 4: Broader experience of a range of sports and activities offered to all pupils				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:

For all pupils in KS1 and 2 to continue to access a broad and balanced curriculum that will prepare them for the KS3 PE curriculum. Broader range of clubs at lunch and after school	Introduce a variety of different sports clubs after school			
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Key indicator 5: Increased participation in competitive sport				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:
<p>To raise the profile and importance of PE as a subject and for students to be proud of the school community and PE department.</p> <p>To access a greater range of intra and inter school sporting competitions and festivals.</p> <p>To increase confidence of students to participate and compete in a range of sporting activities.</p> <p>To access competitive festivals and competitions arranged by the SLA.</p> <p>To compete in school sporting competitions, fun days and charity events.</p> <p>Students to be motivated and excited to participate in sporting events.</p> <p>To develop resilience of students.</p>	<p>Ask for sponsorship for strips for students and staff uniform.</p> <p>To enter teams into the dance festival and other sporting competitions.</p> <p>To arrange competitions for Sports Day, Sport Relief, Comic Relief.</p>			

Signed off by	
Head Teacher:	
Date:	
Subject Leader:	Miss Lucy Herkes

Created by:  Association for Physical Education  Active Partnerships  YOUTH SPORT TRUST

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Date:	19 th October 2021
Governor:	
Date:	