

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 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](#).



Details with regard to funding

Please complete the table below.

Total amount carried over from 2019/20	£ 5,829
Total amount allocated for 2020/21	£18,160
How much (if any) do you intend to carry over from this total fund into 2021/22?	£1,557.24
Total amount allocated for 2021/22	£18,060
Total amount of funding for 2021/22. To be spent and reported on by 31st July 2022.	£19,805

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>	98%
<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 2021.</p> <p>Please see note above</p>	92%%
<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>	92%%
<p>What percentage of your current Year 6 cohort perform safe self-rescue in different water-based situations?</p>	98%
<p>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?</p>	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: 12.6%
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:
Provide targeted activities or support to involve and encourage all children in active play during break times and lunchtimes	<p>Established a range of activities the children can choose from during play times.</p> <p>Play leaders making equipment available at break times in designated zones enabling children to access a range of activities.</p> <p>Play leaders encouraging personal challenge to introduce children to target setting and growth mind-set activities.</p>	£2000	<p>Pupil voice (Spring) indicated children were enjoying accessing games and equipment at break times and setting personal challenges.</p> <p>Snap shot observations saw vast majority of children engaged. Those who were not were asked why and if other provision could be provided.</p>	<p>Continue to ensure the school is adequately resourced to engage all children in activities. Introduce reading/drawing area in playground to encourage isolated children to be part of break times.</p>

<p>Provide targeted activities or support to involve and encourage hard to reach children to access after school activities</p>	<p>Used local providers and school staff to provide a range of activities.</p> <p>Used School Council/Pupil Voice to identify which activities would encourage all children to engage in active play.</p>	<p>£500</p>	<p>Pupil voice (Autumn) established an After School Yoga club as a way of engaging hard to reach children. 100% (10 children invited) of identified children invited, 70% uptake.</p> <p>Increase of in the number of pupils attending extra-curricular activities due to a wider variety of activities – 121 children took part in one or more after school activity equating to 62% of the school population.</p>	<p>Continue to use Pupil Voice to assess club provision.</p> <p>Take registers to Identify groups who are/are not accessing provision.</p> <p>Increase % of hard to reach children engaging</p> <p>Increase % of all children engaging</p> <p>Continue to target hard to reach children</p> <p>Continue to provide a wide variety of focussed sports clubs to all pupils. Liaise with the local community to</p>
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				use local providers to run school sports clubs.
Key indicator 2: The profile of PESSPA being raised across the school as a tool for whole school improvement				Percentage of total allocation: 19.4%
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:
Actively encourage pupils to take volunteer roles that support the delivery of sport and physical activity within the school through continuing Playground Leader, raising profile of sport/games/leadership in school	Continue to ensure the school is adequately resourced to engage all pupils in regular physical activity during play/lunch times. Organised playground into zones to ensure there is enough variety of activities to engage all pupils in active play. Organised playground into zones to create safe areas for activity to reduce accidents	£3907	Increase in children engaging in active play during play and lunch times. Pupil voice (Spring) indicated children were enjoying accessing games and equipment at break times. Safe areas for children to be able to participate in active play which has reduced playground accidents logged in school Improved behaviour on schoolyard at break times led to	Ensure the school is adequately resourced to engage all children in active play Train the children to be play leader and train other children

	Enabled pupils to meet and set personal challenges in activities to encourage growth mind-set		less incidents logged on Arbor/Cpoms	
Embed physical activity into the school day through encouraging active lesson (K fo a day).	Remind teachers of K for a day provision. Repainted K for a day markings	FOC	Snapshot feedback indicated improved afternoon behaviour and engagement in lessons after K for a day	Maintain K for a day. Find and provide other easy, short burst activities for teachers to easily fit into lessons
Increase and actively encourage pupils' participation in the School Sport Day through developing a format accessible to every child.	Organise and run an inclusive school sports day	FOC	100% of children participated in Sport Day	Continue reviewing format to ensure full engagement by children
Apply for School Games mark to show children, parents and staff that our provision is developing and our school had been recognised for it.	Applied and received KS2 Bronze Games Mark to show PESSPA in school meets a recognised level of provisions	FOC		Apply for Silver

Key indicator 3: Increased confidence, knowledge and skills of all staff in teaching PE and sport				Percentage of total allocation: 38.3%
Intent	Implementation		Impact	
Your school focus should be clear	Make sure your actions to	Funding	Evidence of impact: what do	Sustainability and suggested

what you want the pupils to know and be able to do and about what they need to learn and to consolidate through practice:	achieve are linked to your intentions:	allocated:	pupils now know and what can they now do? What has changed?:	next steps:
Continue to provide staff with professional development, mentoring, appropriate training and resources to help them teach PE and sport more effectively to all pupils, and embed physical activity across school.	PE specialists to support practitioners in the delivery of the PE curriculum Resource bank, lesson plans from Get Set for PE to help staff deliver unfamiliar sports.	£3,600 £3,000	Upskilling of practitioners with staff audit showing more confidence and competence at teaching PE through continued use of Real PE scheme introducing assessment by PE assistant in lessons shows children are increasing their skill set across a broadening range of activities	Assessment CPD to embed and empower teachers to make quality judgements about next steps for children
Use suitably qualified sports coaches and PE specialists to work alongside teachers to enhance or extend current opportunities offered to pupils – teachers should learn from coaches the necessary skills to be able to teach these new sports and physical activities effectively	CPD for staff to observe the teaching of Real PE from trained specialists in order to broaden their understanding of in lesson assessment Yearly subscription for Real PE Yearly subscription to Get Set 4 PE	£594 £370	Pupil voice (Spring) Increased take up of activities show improved attitude of children towards learning and physical activity as a result of quality PE provision	CPD for teachers to deliver sport specific lessons (Get set For PE) through observation and team teaching with PE specialist Regular updates for PE leads to support the PESSPA development

				<p>within school. Staff audit to be carried out after first full year of Real PE delivery (post pandemic) to identify areas for CPD</p> <p>PE leads to attend Network Games Meeting and PE conference and relevant training to support own knowledge and development</p>
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Key indicator 4: Broader experience of a range of sports and activities offered to all pupils

Percentage of total allocation:
25.2%

Intent	Implementation		Impact	
Your school focus should be clear	Make sure your actions to	Funding	Evidence of impact: what do	Sustainability and

what you want the pupils to know and be able to do and about what they need to learn and to consolidate through practice:	achieve are linked to your intentions:	allocated:	pupils now know and what can they now do? What has changed?:	suggested next steps:
<p>Introduce a new range of sports and physical activities to encourage more pupils to take up sport and physical activities, taking into account Pupil Voice.</p> <p>Use school council/pupil voice to identify popular activities to encourage less engaged children</p> <p>Partner with other schools to run sports and physical activities and clubs.</p> <p>Provide more and broaden the variety of extra-curricular physical activities after school</p>	<p>Delivery of a range of after school sporting activities after referring to Pupil Voice</p> <p>All children to receive specialist PE teaching within the year for dance element to encourage participation of less engaged groups eg boys</p> <p>Monitor the attendance at the activities.</p> <p>Collect pupil voice for what activities the children would like to engage in.</p> <p>Sports specialist to teach a range of sports after school.</p> <p>Re-engage with Points network to work with other schools to deliver physical activities.</p>	<p>£700</p> <p>£1,274</p> <p>£3000</p>	<p>Registers of attendance at after school clubs. Registers show an increase in participation compared to the previous year. 64% children have attended one or more clubs. 14% are PP pupils, 7% children SEN and 4% both PP and SEN</p> <p>Provision of Yoga as suggested by Pupil Voice to access less engaged pupils.</p> <p>Assistant PE lead delivering high quality PE specific to an area of sport – Dance</p> <p>100% of children have been taught by a PE specialist in Dance</p> <p>After school provision of specialist Karate, football, cheerleading and street dance.</p> <p>Range of activities enhanced with provision of; tri-golf, cheerleading, street dance, yoga and hockey</p>	<p>Continue to use and listen to Pupil Voice and Play Leaders about provision of activities</p> <p>Activities highlighted in pupil voice to be provided if possible With focus on encouraging more PP, SEN and less engaged children to attend.</p> <p>Activities highlighted in pupil voice to be provided if</p>

			<p>Attendance of Y3 at Points Network games at EIS</p>	<p>possible With focus on encouraging more PP, SEN and less engaged children to attend.</p> <p>Continue to increase the range of activities with the addition of baseball</p> <p>Use Points Network for provision of specialist gym provision for 1 term</p>
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Key indicator 5: Increased participation in competitive sport				Percentage of total allocation:
				4.5%
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:
Increase and actively encourage pupils' participation in the School games. Organise more sport competitions or tournaments within the school. Coordinate and enter more sport competitions or tournaments across the local area, including those run by sporting organisations	Organise and run school sports day Play leaders introducing personal challenges at break times Entered competitions offered by Points Network	£500 £360	All children took part in Sports day Increased participation in active break times in house based personal challenges Attendance at Tri-golf and Network Games Attendance at competitions has enabled pupils to experience new situations, new environments and helps towards to the end goal of experiencing winning and losing in safe competitive environment	Develop Westfield cluster of schools relationships to provide after school competition in our locality Increase participation in events offered by Points Network Continue to push profile of house based personal challenges through Play Leaders

Signed off by	
Head Teacher:	
Date:	
Subject Leader:	
Date:	
Governor:	

Date:	
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