

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](#).

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Details with regard to funding

Please complete the table below.

Total amount carried over from 2019/20	£8,583
Total amount allocated for 2020/21	£16,830
How much (if any) do you intend to carry over from this total fund into 2021/22?	£16,000
Total amount allocated for 2021/22	£16,000
Total amount of funding for 2021/22. To be spent and reported on by 31st July 2022.	£32,000

Swimming Data

Please report on your Swimming Data below.

<p>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</p>	Swimming sessions did not resume during the 2020-2021 academic year. Water safety was discussed during lesson time in school.
<p>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</p>	% Unsure due to no swimming sessions 2020-2021
<p>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</p>	% Unsure due to no swimming sessions 2020-2021
<p>What percentage of your current Year 6 cohort perform safe self-rescue in different water-based situations?</p>	% Unsure due to no swimming sessions 2020-2021
<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>	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: £32,000		Date Updated: December 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: 53% £16,960
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:
Engage all children in physical activity at play and break times ensuring there is a wide range of equipment available	Audit resources, purchase equipment	£1,000	Children engaged in active play		Review numbers that have participated throughout the year
Mid-day supervisors are skilled in creating fun, play based games and managing behaviour	SHAPE partnership training Local school training opportunities	SHAPE credits	Mid day supervisors are skilled, supportive and provide a fun atmosphere for all children at lunch time		Continue to train new staff members and refresher training each year
Engage the children in outdoor activities throughout the year	Purchase wellies, ponchos, spare coats and hoodies for incremental weather	£750	To keep all children warm and dry and reduce the disadvantaged barrier of not having adequate clothing		Monitor engagement during incremental weather
Design and develop the space alongside the side of the school building as a place for active play	Liaise with the Golf Foundation to create a plan making the space more active and accessible. Bid for additional money for capital expenditure to improve the site Quotes and design for space Have a design installed in keeping with the Grade 2 listed building and include equipment Train staff to use the equipment during playtimes and curriculum PE	£8,000	To improve and add to the space children can use during playtimes and stay active *Bidding for £1,000 from Golf Foundation and £1,000 from NFU. Local councillor and church contacted to support the project.		Review use of the area and reinvest in developing further by adding additional challenge to the space. Purchase long last equipment and store safely

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Improve the Early Years playground to encourage the youngest children to get active outdoors and develop physical strength and stamina	Audit resources via an ECERS and purchase equipment	£6,000	All children are physically active throughout the school day and provide fun and challenge for the youngest children	Monitor use of the area and track physical development of the children. Purchase high quality equipment.
Key indicator 2: The profile of PESSPA being raised across the school as a tool for whole school improvement				Percentage of total allocation: 5.8% £1,870
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:
Mini sports leader programme to continue to be embedded in Y5/6 and celebrated throughout school	Retain membership of Shape Partnership and affiliate for 3 years ensuring there is continued, strategic focus on PE	Part of SHAPE partnership	To give older children responsibility and status in the playground and lead activities as well as the staff. To encourage active participation of their peers	Y5 trainer leaders to support new leaders next academic year
Trophies, medals and awards purchased to increase prestige when winning, participating and leading events and activities	Audit the range of medals, badges, trophies needed and purchase Increase visibility of awards and celebrate successes publicly and via social media	£500	Successes celebrated, children motivated and inspired. The extended school and wider community share success via social media	Photographs, assemblies, visibility of rewards and achievements to motivate and inspire future year groups of children
Bronze Young Ambassador training, conference, support and travel.	Children trained to implement ideas across school and raise then profile of the school leadership team maximising physical activities and active travel	Part of SHAPE partnership £160 to cover teacher release time	Children actively encouraging their peers in meaningful and active play	Monitor behaviour of children in older year groups. Younger children experience good behaviours modelled and are inspired to actively participate in activities

Key indicator 3: Increased confidence, knowledge and skills of all staff in teaching PE and sport				Percentage of total allocation:
				27.9% £8,930
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:
Membership of REAL PE to support teachers planning and teaching the PE curriculum	Continue online subscription All staff attend twilight CPD in spring term	£176	Staff feel confident delivering the PE curriculum evidence through staff questionnaires Children improving their PE knowledge and skills evidenced through learning walks, interviews with the children and increased participation in additional events	Twilight sessions focus on coaching methods; continue to use this model in the future to ensure teachers are supported
Membership of Association for Physical Education (AfPE) to support and develop policy and curriculum	Continue with subscription Complete audits and use support materials to develop the curriculum further	£64	PE lead supported and expertise developed leading to improvements in the PE curriculum	Continue to affiliate to ensure that staff receive high quality support from the specialist service
PE lead attending network meetings organised by SHAPE partnership and receiving coaching to develop leadership skills	Book network meetings Supply cover costs to release Organise dates to work with SSCo	£160 x 3 = £480	Leadership skills developed and curriculum implemented throughout school. Impact evaluated and next steps identified.	Develop team teach mentoring support sharing expertise and knowledge throughout the staffing team
Staff receive weekly PD coaching support from a PE specialist	Tom Oxspring attend school every Monday Timetable support throughout school over the year Access provided to REAL PE	£7,000	Increased confidence from staff leading to higher quality teaching Expertise of the subject quality assuring the school provision for PE	Staff are supported with areas of the PE curriculum they find most challenging leading to improved future practice

Key indicator 4: Broader experience of a range of sports and activities offered to all pupils				Percentage of total allocation:
				6.3% £2,030
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:
School to have a three year affiliation package with SHAPE (sporting partnership) in order to offer and deliver a broad experience of sports, activities and events	Sign affiliation agreement Work with Paul Ryan to develop a strategic 3 year plan for PE Purchase additional credits ensuring that all priorities can be addressed	£4,950 £1,100	High quality, specialist support provided by Shape Partnership resulting in a increased participation and achievement in all sporting events. Children are targeted to participate in different events dependent upon skill level and personality type	Strategic plan ensures that school improvement is sustainable
Introduce a range of sports and physical activities during extra curricula clubs after school delivered by local sports organisations	Find and contract local instructors (Paceball, football etc) Arrange clubs and inform parents Arrange afterschool club via SHAPE credits for KS1 After school football club led by an FA coach Tom Oxspring deliver an after school club spring term to LKS2	£820	To broaden children's sports experiences whilst developing their fundamental skills	Review weekly participant numbers and feedback from parents for each specific club.
Broadening the range of sports and physical activities offered during PE lessons and during play time including mini golf. Build on the REAL PE scheme of work by developing sport specific games that stem from the syllabus	Targeted work with staff delivering PE to understand and develop the areas where extension work would be suitable. Use the new spaces created around school to provide some of the ideas for learning.	Part of SHAPE partnership	To increase the types and variety of sports that the pupils have had an opportunity of experiencing, in the hope they may really enjoy one of many of them and continue participating throughout childhood and into adult life.	Review the additional sports and activities with staff and pupils. Link with local clubs and groups where possible to provide ongoing opportunity to get involved.
Bikeability and balance ability sessions for reception, Y3/4, Y5/6	Contact Wheely Fun Wheels to organise suitable dates for children to undertake training	Part of SHAPE partnership	All children well-skilled in appropriate level of Bike training	Accessing the balance ability and younger bikeability ensures that children are proficient at cycling when they leave school

Key indicator 5: Increased participation in competitive sport				Percentage of total allocation:
				6.9% £2210
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:
Increasing and actively encouraging more children to participate in the schools games offer via SHAPE our school games organiser	Liaise regularly with SHAPE PE lead to organise events	Part of the SHAPE partnership	To allow children the opportunity to represent the school and to experience winning and losing	Review numbers of pupils who have participated throughout the year.
Entering sports competitions and traditional inter school events	Plan events and add to school diary Write letters to parents Book minibuses Organise staffing Complete risk assessments	Part of the SHAPE partnership £1,000 for transport to external events	To give the children experience of different environments, meet children from other schools and raise aspirations	Review each event with staff and children. Start planning events for 22/23 and embedding them into normal school practice.

Signed off by	
Head Teacher:	<i>RSvodden -Page</i> Rebecca Vodden-Page
Date:	03.12.21
Subject Leader:	Rebecca Vodden-Page/ Tonicha Kershaw
Date:	03.12.21
Governor:	
Date:	