

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 offers
- 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	£0
Total amount allocated for 2020/21	£17240
How much (if any) do you intend to carry over from this total fund into 2021/22?	£0
Total amount allocated for 2021/22	£17240
Total amount of funding for 2021/22. To be spent and reported on by 31st July 2022.	£17240

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	None
What percentage of your current Year 6 cohort swim competently, confidently and proficiently over a distance of at least 25 metres? Due to the COVID pandemic we were not able to take the pupils for swimming lessons. We were going to focus on the Year 6 pupils but lockdowns stopped the provision from happening. Please see note above	None

Created by:

Supported by:



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	None
What percentage of your current Year 6 cohort perform safe self-rescue in different water-based situations?	None
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.

Created by:

Supported by:



Academic Year: 2021/22	Total fund allocated: £17,240	Date Updated: 13/10/2021		
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: 50%
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?
<p>Increase % of opportunities for pupils to take part in new daily physical activity.</p> <p>Track, report and evaluate pupils' take-up termly.</p>	<ul style="list-style-type: none"> – Audit pupils using new provision – Run additional daily lunch-time clubs based on pupil physical/mental needs – Train teaching assistants (TAs) to lead the above (PE lead to provide training) – Ensure TAs deliver active breaktimes 	£5400	<ul style="list-style-type: none"> - All pupils/families completed questionnaire - 60 pupils per week are taking up further opportunities after school - TAs feel more confident to run sessions at lunch time 	Further training for TAs at lunchtime to ensure focused activities meet pupils interest and needs.
Broaden range of alternative sports and outdoor learning provision across the school to increase/enhance opportunities	<ul style="list-style-type: none"> – Purchase boxing equipment – Purchase circus skill equipment – Purchase outdoor learning equipment (spades etc.) 	£500	<ul style="list-style-type: none"> - Pupils can identify and use a wide range of alternative provision resources 	Train staff to effectively upskill pupils through a sequenced curriculum.

Created by:

Supported by:



<p>Increase % of new sports offered to KS1 pupils after school being led by PE HLTA.</p> <p>Increase % of new sports and alternative activities available to all KS1 pupils during school hours.</p> <p>Increase % of new sports and alternative activities available to all KS2 pupils after school.</p> <p>Increase % of new sports and alternative activities available to all KS2 pupils during school hours.</p> <p>Increase % of pupils participating term on term.</p>	<ul style="list-style-type: none"> - Audit staff skills - Provide 1:1 coaching for staff - Deliver focused CPD for staff - Provide cover for teachers to observe PE leader's lessons 	<p>£2300</p>	<ul style="list-style-type: none"> - 75% more clubs for KS1 and KS2 pupils - Curriculum plan written to ensure coverage and sequencing of learning. <p>Attending after school clubs:</p> <ul style="list-style-type: none"> - Autumn term 44 pupils - Spring 62 pupils - Summer 74 pupils 	<ul style="list-style-type: none"> - Train PE lead in a wider range of sports, health and fitness and well being to increase offer.
<p>Increase, term on term, % of Pupil Premium pupils participating in PE lessons wearing full PE kit.</p>	<ul style="list-style-type: none"> - Purchase PE kit for Pupil Premium pupils - Wash kit in school using kitchen washers 	<p>£500</p>	<p>Pupils wore new kit for all sport fixtures.</p>	<p>Ensure kit is kept together</p>

<p>Key indicator 2: The profile of PESSPA being raised across the school as a tool for whole-school improvement</p>			<p>Percentage of total allocation:</p>
			<p>11%</p>
<p>Intent</p>	<p>Implementation</p>	<p>Impact</p>	

Created by:

Supported by:



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 pupils' participation in high quality school sport and physical education.	<ul style="list-style-type: none"> – Identify and agree on termly % targets for pupils' attendance and participation – Report data to senior leaders to inform effective monitoring of School Sport and PE curriculum 	£500	Lessons observed , PE Lead, show high-quality provision where pupils are making excellent progress in a wide PE offer.	Ensure the standard of PE teaching is consistent in all classes.
Raise the profile of sport, healthy lifestyles and mental health across the whole school to contribute to pupils' overall well-being and resilience for learning.	<ul style="list-style-type: none"> – Plan and deliver health and well-being Learning Journey – Provide CPD for Taste Education in EYFS training throughout the year – Provide sustainability, health and nutrition training through Sam Ward – Year 6 pupils to follow 'Inner compass' programme with external provider (education around healthy choices/body image) – Train Mental Health Champion (PE Leader?) 	£750	Pupils recognise their own wellbeing. Pupils understand how they can support themselves. Pupils know that physical and mental health is linked.	Ensure that mental and physical health are central to our curriculum offer for pupils.

Created by:

Supported by:



<p>Increase parental awareness of healthy lifestyles and the importance of mental health, and their engagement with the school.</p>	<p>– Deliver workshops for parents on health and fitness</p>	<p>£250</p>	<p>Covid restricted to be planned for September 2022.</p>	
---	--	-------------	---	--

Created by:

Supported by:



Key indicator 3: Increased confidence, knowledge and skills of all staff in teaching PE and sport				Percentage of total allocation:
				11%
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
Enhance pupils' progress in PE lessons by developing teachers' expertise in teaching the ACE PE curriculum.	<ul style="list-style-type: none"> – Support PE leader to carry out skills audit – Ensure teachers have opportunities to observe and team-teach alongside PE leader – Enhance teachers' understanding of key principles of high-quality PE teaching and how to make in-lesson adjustments to challenge all pupils. – Provide time for PE leader to coach teachers 1:1 – Ensure PE leader attends ACE curriculum improvement groups 	£2,000	PE lead understands the intent and implementation of the ACE curriculum as a result, pupils develop Excellence in PE and as individual characters.	Ensure all members of staff can deliver the intent of the ACE curriculum in PE.

Key indicator 4: Broader experience of a range of sports and activities offered to all pupils				Percentage of total allocation:
				16%
Intent	Implementation		Impact	

Created by:

Supported by:



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 opportunities for pupils to take part in adventurous and adrenaline activities.	– Provide funding per class (£300) to book facilities linked to learning journey, e.g. climbing, kayaking etc.	£1600	All KS2 pupils took part in outdoor adventure sessions.	Continue to ensure OA are planned in to the curriculum and progressive across the key stages.
Provide opportunities for pupils to participate in weekly outdoor learning sessions. Provide opportunities for pupils to participate in Forest School activities.	– Deliver outdoor learning training to staff – Deliver Forest School training – Provide coaching for teachers and team-teaching on 1:1 basis (Devon Wildlife Trust) – Purchase clothing for Forest School activities	£1240	Pupils took part in in teacher led sessions and supported by an external Forest School Leader.	Continue to develop Teacher’s confidence in deliver outdoor learning/forest school.

Key indicator 5: Increased participation in competitive sport				Percentage of total allocation: 11%
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

Created by:

Supported by:



<p>Increase term on term the % of children taking part in competitive intra-school and external sport competitions and festivals.</p>	<ul style="list-style-type: none"> - Ensure 100% of pupils are enabled to participate in school competitive sport to a level they feel comfortable with - Audit current provision of 'intra' competition through planning scrutiny i.e. staff's understanding of 'competition' (class vs class/ house games/ annual/monthly/weekly) - Ensure PE Leader plans and delivers Level 1 'intra' festivals to 100% of all classes, e.g. end of unit class festivals, competitions, tournaments - Ensure PE Leader plans and delivers Level 2 School Sport Games Competition - Ensure PE Leader plans and delivers Level 3 County Sports (cross country, athletics, summer games) - Purchase school kit to ensure that pupils are properly equipped and feel confident to participate. 	<p>£2000</p>	<p>Children have a great number of opportunities to participate in external festivals, inter competitions and sporting fixtures.</p>	<p>Ensure that pupils have access to level 3 school sport and a wide range of alternative sporting festivals.</p>

Created by:

Supported by:



	<ul style="list-style-type: none"> – PE leader attend ACE PE training to network and set up festivals/competitive sport fixtures 			
--	---	--	--	--

Signed off by	
Head Teacher:	William Jaworski
Date:	13.10.21
Subject Leader:	Jamie McInnes
Date:	13.10.21
Governor:	Philip Mantell
Date:	13.10.21

Created by:

Supported by:

