

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](#).

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Details with regard to funding

Please complete the table below.

Total amount carried over from 2020/21	£6,910
Total amount allocated for 2021/22	£17,100
How much (if any) do you intend to carry over from this total fund into 2022/23?	£0
Total amount of funding for 2021/22. To be spent and reported on by 31st July 2022.	£24,010

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	
What percentage of your current Year 6 cohort swim competently, confidently and proficiently over a distance of at least 25 metres?	86%
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	86%
What percentage of your current Year 6 cohort perform safe self-rescue in different water-based situations?	93%
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?	Our swimming programme of study and opportunities goes beyond the national curriculum requirements. In

addition booster lessons being offered to those Year 5 and 6 children who did not met the national curriculum requirements by the end of Year 4.

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:
				64%
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:
<ul style="list-style-type: none"> To provide opportunities for physical activity in children in PE lessons and at break and lunch times and after school clubs. To enable children to understand that physical activity does not just have to be sports. To increase children's core strength, balance, grip and stamina 	<ul style="list-style-type: none"> Purchase of outdoor climbing apparatus Safety surveying of outdoor climbing apparatus 	£15,310	<ul style="list-style-type: none"> Children enjoy using apparatus at breaks and lunchtimes which has led to increased levels of physical activity. Children who would not routinely participate in traditional "sports" at break and lunchtime observed engaging in physical activity on apparatus Children's core strength has improved. This is apparent in other areas of sports, e.g. gymnastics and when sitting in the classroom environment. Children have developed balance, agility and confidence from using 	<ul style="list-style-type: none"> Continued use of apparatus at breaks and lunchtimes. Further development of use of apparatus in OAA as part of the Key Stage 1 PE curriculum. Continuation of After School agility clubs utilising apparatus.

			<p>apparatus. This translates to increased performance in other areas of PE.</p> <ul style="list-style-type: none"> • Younger pupils have regained the core strength that was lost in the pandemic evidenced in improved handwriting and better sitting positions. • After school clubs are utilising the climbing equipment. • Greater space is now available for other sports such as netball and football throughout the winter as a result of the additional area created. 	
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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:

12.5%

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:
<ul style="list-style-type: none"> • Deliver high quality PE curriculum delivering a range of sports. • Increase the after-school sports provision available. • Delivery of School Swimming and Water Safety programme. • Re-establish programme of competitive sport post Covid 	<ul style="list-style-type: none"> • Purchase and implementation of Get Set for PE curriculum to aid the planning and teaching of high quality PE lessons for all year groups. • Purchase of equipment to support Get Set for PE curriculum and after-school sports provision. 	£3000	<ul style="list-style-type: none"> • Lessons are now better planned and show clear progression allowing the children to increase their skills and knowledge of a range of sports. • Sufficient equipment means PE lessons are delivered more effectively and children progress 	<ul style="list-style-type: none"> • Monitoring of new PE curriculum to ensure progression and engagement and evaluation of curriculum in line with School's vision and values. • Further audit of PE resources to identify

	<ul style="list-style-type: none"> • Hire of Village Hall for indoor PE sessions and after school provision to provide children with large indoor space to enhance teaching of PE. • Use of professional sports coaches to support teaching of PE and after school provision. • Membership of Swim England School Swimming and Water Safety programme and purchase of additional pass books and badges. • Membership of Youth Sport Trust as part of Cluster Sport programme. • Hire of coaches to support competitive sports programme. 		<p>more quickly.</p> <ul style="list-style-type: none"> • Wider range of sports on offer has resulted in a greater level of engagement from all children. • Increased after school provision has led to a greater engagement of children from all year groups in a wider range of sports. • Hiring of Village Hall has meant less PE lessons or after school clubs are lost due to adverse weather. Large indoor space has resulted in a greater variety of indoor sports being offered, e.g. badminton and dodgeball. • Children have developed a greater knowledge of water safety and are very engaged in new programme and working towards awards. Increased percentage of children reaching the national curriculum requirements in swimming. • Membership of YST provides CPD opportunities for staff and relationship opportunity 	<p>any gaps or equipment which requires updating.</p> <ul style="list-style-type: none"> • Further CPD training for staff particularly in areas of new curriculum where they are less experienced. • Review of after school provision to assess range of activities and age groups of children attending. • Continued monitoring of school swimming and water safety programme including renewal of membership of Swim England and purchase of additional passbooks and stickers. • Continue to re-establish competitive sports programme post Covid. • Purchase of new school team sports kit for Key Stage 1 and Key Stage 2.
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			with cluster schools to establish competitive sports programme. <ul style="list-style-type: none"> • Transport to sports events has resulted in more children having the opportunity to represent the school at competitive and non-competitive events. 	
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Key indicator 3: Increased confidence, knowledge and skills of all staff in teaching PE and sport				Percentage of total allocation:
				8%
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:
<ul style="list-style-type: none"> • Provide a clear and structured PE curriculum which enables staff to plan and deliver high quality PE lessons across a range of sports. • Ensure staff are confident in teaching all areas of PE curriculum. • Provide a wide range of sports to engage all pupils. • Review and purchase of PE resources to support new curriculum. 	<ul style="list-style-type: none"> • Implementation of the Get Set for PE curriculum. • Some online CPD and in house opportunities provided. • Audit of PE resources and purchase of additional equipment where required. 	£2000	<ul style="list-style-type: none"> • Staff have embraced new curriculum and feel more confident about delivering high quality PE lessons. • The clear and strong sequencing of learning enables pupils to retrieve their knowledge relating to key sporting concepts. • The PE assessment tool enables teachers to keep track of individual progress in PE and plan to ensure areas of weakness and misconceptions are 	<ul style="list-style-type: none"> • Continue to seek CPD opportunities for staff particularly in person training post COVID. • Continue to update and review resources to support new curriculum. • Join Primary Cluster sports association to access local CPD and CPD offered by the School Games network. • Ensure the PE assessment tool is

			<p>overcome.</p> <ul style="list-style-type: none"> Utilised strengths in school to provide in house training to support staff. Some online CPD opportunities used to support staff subject knowledge and development. Staff are benefitting from having sufficient and appropriate resources to deliver all areas of the curriculum. 	<p>utilised to inform teacher's planning and secure even stronger outcomes for pupils.</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:
				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:
<ul style="list-style-type: none"> Provide a clear and structured PE curriculum which enables staff to plan and deliver high quality PE lessons across a range of sports. Provide a wide range of sports and physical activity opportunities to engage all pupils both during PE lessons and as part of lunchtime and after school provision. Review and purchase of PE 	<ul style="list-style-type: none"> Purchase of Get Set for PE curriculum. Audit of PE resources and purchase of additional equipment where required. Purchase of outdoor climbing equipment to enhance physical activity opportunities at breaks and lunchtimes. Delivery of a range of after school sports clubs 	£1200	<ul style="list-style-type: none"> Staff have embraced new curriculum and feel more confident about delivering high quality PE lessons across a range of different sports. Staff and children are benefitting from having sufficient and appropriate resources to deliver all areas of the curriculum. More children are 	<ul style="list-style-type: none"> Continue to update and review resources. Development of KS1 PE curriculum to include use of outdoor climbing apparatus in OAA. Review of afterschool provision to see if range of sporting opportunities can be increased. Rebuild relationships

resources to support new curriculum.	covering all year groups and a range of different sports including roller blading, trail running, dodgeball and athletics.		<p>physically active at breaks and lunchtimes which has resulted in increased confidence and levels of fitness.</p> <ul style="list-style-type: none"> • Purchase of resources to support after school provision in a range of diverse sporting opportunities. 	with external providers and local clubs so children can be signposted to other sporting opportunities.
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Key indicator 5: Increased participation in competitive sport				Percentage of total allocation:
				10%
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:
<ul style="list-style-type: none"> To develop the opportunities for competitive sport inhouse by developing house sports programme. To provide opportunities for all pupils in all year groups to represent the school in competitive sport whatever their ability. To provide the children with knowledge of famous sports people and their achievements. 	<ul style="list-style-type: none"> Purchase of line marker to enable pitches and tracks to be marked on the field for competitive in-house events. This raises the profile of sport across the school and gives it the strong position it deserves in the school. Ongoing membership of Primary Cluster sports group which provides local and School Games competitive and non-competitive sporting opportunities. Hire of coaches and minibus rental and fuel to travel to events. Purchase of books detailing famous sports people and events. 	£2500	<ul style="list-style-type: none"> House sports events are now better organised and more professional giving the children a taste of competitive sport in a safe environment. Wider variety of house sports events offered. All the children have the opportunity to represent the school in a variety of sports throughout their school life. All children can access competitive sports programme and are not restricted by cost factors. Children enjoy competitive sport and learn many of our school values from being part of a team. There is a sense of pride in representing the school. Children are more knowledgeable about competitive sport and use famous sports people and events as inspirations during their lessons. 	<ul style="list-style-type: none"> Continued establishment of house competitive sports programme, including purchase of medals, trophies, stickers as incentives. Ongoing membership of Primary Cluster sports group which provides local and School Games competitive and non-competitive sporting opportunities. Hire of coaches to travel to events. Purchase of new school team sports kit for Key Stage 1 and Key Stage 2. Mark up sports pitches for invasion sports and training areas for the autumn term to raise the profile and utilise the space in PE lessons.

Signed off by	
Head Teacher:	Joel Turvey
Date:	20 July 2022
Subject Leader:	Caroline Lightfoot
Date:	19 July 2022
Governor:	Jamie Pratt
Date:	20 July 2022