

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](#).



Details with regard to funding

Please complete the table below.

Total amount carried over from 2019/20	£0
Total amount allocated for 2020/21	£18640
How much (if any) do you intend to carry over from this total fund into 2021/22?	£0
Total amount allocated for 2021/22	£18640
Total amount of funding for 2021/22. To be spent and reported on by 31st July 2022.	£26,554

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>	
<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 2020.</p> <p>Please see note above</p>	53%
<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>	44%
<p>What percentage of your current Year 6 cohort perform safe self-rescue in different water-based situations?</p>	20%
<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

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: 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 £9019	Evidence of impact: what do pupils now know and what can they now do? What has changed?:
<p>Headline Intended Impact on Pupils – All pupils will be active on average 30 minutes a day, 7 days a week.</p> <ul style="list-style-type: none"> Provide a range of activities - implementation of new extra-curricular timetable, having 5 after school clubs to increase participation. To develop the quality of teaching of PE to ensure pupils receive high quality teaching. Develop provision for physical activity at lunchtime by; Increasing the amount of playground resources to provide playground activity facilitated. To give children the opportunity to access a range of additional activities as well as those taught on a broad PE Curriculum. 	<ul style="list-style-type: none"> Increasing the range of clubs provided; Pupil Led Games, dodgeball, games, dance/drama. Child fitness club. Working and liaising with more providers and sports clubs – outside agencies to support facilitation. E.g. Bruce dyer, Grassroots football. Pupil needs/interests (Pupil Voice) – pupil questionnaires to be monitored by new Sports Lead. Sports leaders to help with after school clubs, playground duties, etc. Create activity schedule to fairly give opportunity for extracurricular activity. Equipment and resources to be bought for facilitation of activity with independent active play and opportunity to social with other children. Utilise leadership ideas from Complete PE and Imoves. 	<p>After school club provision 5 days per week (For staff)</p> <p>New equipment</p> <p>Complete PE membership</p> <p>Imoves</p>	<p>In 2021-2022 10% of KS1 and 15% of KS2 attended extra-curricular clubs at school. (Partly impacted by Covid) Through the addition of new clubs, we predict that by July 2022, 25% of FS/KS1 and 25% of KS2 will be attending extra-curricular sports clubs.</p> <p>We evidence this through:</p> <ul style="list-style-type: none"> Our long- and medium-term overviews of extra-curricular activities Extra-curricular registers of attendance. Pupil Voice survey <p>By July 2023 we predict that 70% of children will be choosing to be physically active across a typical week at lunchtime on the back of new equipment and the active play activities.</p> <p>Considering the lunchtime and extra-curricular additions, on top of activity outside of school:</p> <p>In 2021/2022, only 60 % of all pupils were active for 30 minutes a day, 7 days a week on average. By July 2022, we are going to challenge 100% of pupils to achieve an average of 30 minutes a day 7 days a week.</p> <p>WIDER IMPACT AS A RESULT OF ABOVE:</p> <ul style="list-style-type: none"> Standards achieved in PE NC are improving with over 90% achieving end. of KS attainment target (ARE) Attitudes to learning improved – support with mental health
Key indicator 2: The profile of PESSPA being raised across the school as a tool for whole school improvement			Percentage of total allocation:

				50%
Intent	Implementation		Impact	
<p>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:</p>	<p>Make sure your actions to achieve are linked to your intentions:</p>	<p>Funding allocated: £9980</p>	<p>Evidence of impact: what do pupils now know and what can they now do? What has changed?</p>	<p>Sustainability and suggested next steps:</p>
<p>Headline Intended Impact on Pupils – All pupils' personal development will be developed and celebrated.</p> <p>In addition, supporting the target for all pupils to be active on average 60 minutes a day, 7 days a week</p> <ul style="list-style-type: none"> Celebrate and assess the whole child through Physical Education ensuring strong personal development. Continue celebrations by introducing PE and School sport to 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. Promote physical activity outside of school and celebrate. 	<p><i>Challenge the personal development of all pupils by:</i></p> <ul style="list-style-type: none"> Celebrate and assess Physical Education in line with Complete PE success outcomes that challenge Physical, Cognitive, Social and Emotional outcomes. Record formatively and summative. Achievements in PE and School sport to be celebrated in assembly (match results + certificates for PE stars). Different classes to showcase PE learning (EG Dance/Gymnastics performance). Sporting stars display – Photo graphic evidence from competitions/ matches. Organise for pupils with sporting stories/successes from outside of school to bring in photos/writing for the display. Included here anything that's a new physical activity 	<p>Competitions package</p> <p>Lunchtime provision</p>	<ul style="list-style-type: none"> The notice boards/newsletter are full of information about matches/clubs/results and pupils are keen to get involved Celebration Assembly every week to commend participation and celebrate success with all teams in school- shared as a school. Website/ Twitter to share participation and success with wider community. Timetables posted around school to inform children and parents of after school clubs current and in the future. By raising the profile of PE, Physical Activity and School sport, by July 2023 we are going to challenge all pupils to achieve an average of 30 minutes a day 7 days a week. See data above. <p>WIDER IMPACT AS A RESULT OF ABOVE</p> <ul style="list-style-type: none"> 100% of Pupils feel proud to be involved in assemblies/photos on notice boards etc. which is impacting on confidence and self-esteem Standards achieved in PE NC are improving with over 80% achieving end of KS attainment target (ARE) 	<p>Complete PE membership is sustainably priced and SLT can continue to fund this beyond the funding.</p> <p>Continuing to report and celebrate pupil success in assembly has no long-term cost and is part of the whole school drive to ensure PE and School Sport are central to the lives of all pupils.</p> <p>SLT values the impact of the fitness clubs on attendance and behaviour and is committed to funding these areas if the Primary PE and Sport Premium is discontinued.</p>

Key indicator 3: Increased confidence, knowledge and skills of all staff in teaching PE and sport				Percentage of total allocation:
				%

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: £0	Evidence of impact: what do pupils now know and what can they now do? What has changed?:	Sustainability and suggested next steps:
<p>Headline Intended Impact on Pupils – All pupils' will receive 2 hours high quality physical activity every week. 100% of pupils will be developed in their physical, cognitive, social and emotional learning. Supporting the target for all pupils to be active on average 60 minutes a day, 7 days a week.</p> <ul style="list-style-type: none"> To ensure all children are participating in one hour a week of high quality PE the Quality of teaching and learning in Physical Education will be developed through staff CPD for all class teachers. One hour of physical activity through the daily mile, Lunchtime and playtime activities and after school clubs. Additional courses/CPD programs for other areas of the curriculum and NQT support Utilise interactive PE curriculum to ensure high quality delivery and consistency of the PE provision. Sports Leader to visit other sports leaders within the partnership to share teaching/planning/tracking and resources. 	<p><i>Quality of teaching and learning in Physical Education will be developed through staff CPD for all class teachers. Support for PE leader included.</i></p> <ul style="list-style-type: none"> Book in local authority courses for teachers based on confidence surveys and observations. Create CPD timetable for in house CPD delivered by PE leader based on confidence surveys and observations. Ensure Complete PE annual membership is paid. Quality and quantity of resources for lessons purchased to allow for High Quality Physical Education and pupil attainment. CPD for all staff around subject knowledge. Sports leader to provide a bank of resources. 		<p><i>As a result of a bespoke CPD (Local authority support/courses, In house 1-1 CPD, staff insets, courses, interactive SOW and updating equipment we expect to see significant impact:</i></p> <p><i>Staff Confidence in September 2021 shows that 20% of teachers feel confident in teaching all areas of PE. We predict that by July 2022, 100 % of staff we feel confident in teaching all areas of the curriculum.</i></p> <p><i>Pupil voice data in June 2022 shows that 95% of pupils feel that PE is always fun. By July 2023, we predict that this will increase/be maintained at 100%.</i></p> <p><i>Pupil attainment data in July 2021 showed that 80% of FS and 80% of KS1 and 80% of KS2 were achieving ARE. Which means as a whole school % were achieving 80% ARE. By July 2022, we predict that 90 % of FS, 90% of KS1 and 90% of KS2 will achieve ARE.</i></p> <p>WIDER IMPACT AS A RESULT OF ABOVE</p> <ul style="list-style-type: none"> Standards achieved in PE (whole child development) are improving with over 80% achieving end of KS attainment target (ARE) Staff value PE the impact of High Quality PE on the pupils. 	<p><i>Staff will all be confident and delivering good or better PE lessons. Continued CPD can come from sharing good practice in school and working with other schools.</i></p> <p><i>Interactive SOW includes over 6500 videos showing outcomes of learning. These videos linked to lessons provides continued CPD beyond the SSP funding.</i></p>
Key indicator 4: Broader experience of a range of sports and activities offered to all pupils				Percentage of total allocation:
				35%
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: £ 7255.8	Evidence of impact: what do pupils now know and what can they now do? What has changed?:	Sustainability and suggested next steps:
<p>Headline Intended Impact on Pupils – All pupils' will be exposed to new areas of activity. Supporting the target for all pupils to be active on average 60 minutes a day, 7 days a week</p> <p><i>Continue to offer a wider range of activities both within and outside the curriculum in order to get more pupils involved.</i></p> <p><i>Focus particularly on those pupils who do not take up additional PE and Sport opportunities.</i></p>	<ul style="list-style-type: none"> <i>Extra-curricular – Dodgeball, Dance, Netball, Football, Multi Skills, fitness</i> <i>Additional Sports on offer – curriculum time to engage all pupils – Dance, climbing, and Skipping</i> <i>A number of teachers to be trained in Disney stars to promote Girls to become more involved and activity in PE.</i> <i>Arrange a pupil survey to ascertain what pupils would like.</i> <i>Involve external coaches to work with staff in clubs/ when applicable lessons.</i> 	<p><i>Purchase of costumes for dance and gymnastic performances.</i></p> <p><i>Additional house t-shirts</i></p> <p><i>Sports teams Kit</i></p> <p><i>Dance workshop with Dance teacher throughout the year.</i></p> <p><i>Disney Stars course to train staff on physical literacy.</i></p>	<ul style="list-style-type: none"> <i>Dance workshop to introduce pupils to a new way of dancing. We predict that 100% pupils will enjoy this genre of dance.</i> <i>More teaching staff involved in extra- curricular activities and some teachers feel more confident teaching new activities.</i> <i>Opportunities for children to experience a diverse range of sports/ opportunities through our extra-curricular clubs.</i> <p>WIDER IMPACT AS A RESULT OF ABOVE</p> <ul style="list-style-type: none"> <i>100% of pupils say they enjoy PE and Sport and want to get involved in more activities</i> <i>Children are given kit which they wear as a team to promote togetherness, communication, and develop a sense of belonging.</i> <i>Children are excited to participate in a wider range of sports, therefore developing new fundamental skills.</i> 	<p><i>Staff will work together and share good practice which will lead to better confidence all round and more staff keen to get involved thus ensuring the extra activities will not only continue but there will also be an expansion.</i></p> <p><i>Continue to liaise with families and pupils to ascertain the clubs and activities that are pupils want to be attending.</i></p> <p><i>Continue to provide high quality extra-curricular clubs that are free for parents.</i></p>

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:
Headline Intended Impact on Pupils – Increase the number of pupils participating in an increased range of competitive opportunities. Supporting the target for all pupils to be active on average 60 minutes a day, 7 days a week and supporting personal development of all pupils. <ul style="list-style-type: none"> Ensure provision of competitions covers KS1, KS2 and is inclusive and accessible to all – linked to life skill development. 	<ul style="list-style-type: none"> Continue to drive effective house system for engaging in competition in lesson time. Focus on personal development (key life skills) through competition, bespoke to pupils needs. SOW supports this set up and guides teachers. Organise Level 2 competition for both KS1 and KS2 Team fixtures/friendly competitions and School Games competitions, plus competition through Local authority support package as above, and school games competitions. This will also improve links with other schools at the same time providing excellent competition opportunities for all children in all year groups. Apply for school games mark 		<p>2021/22 KS2 children competed in 2 level 1 competitions. of KS1 competed in 1 level 1 competition (Covid impacted). By July 2022 this will increase through more level competitions in lesson time and after school clubs. We aim to continue to increase through 2022/23.</p> <p>Competitions to have a focus on success via demonstration of specific life skills and values.</p> <ul style="list-style-type: none"> Schools own data / registers of teams Calendar of events / fixture lists School Games mark 	<p>Competition will be embedded as a normal element of learning at level 1 stage through continued access to house competitions in class/lesson time.</p> <p>Access to level 2 (school Games competitions) is possible.</p>

Signed off by	
Head Teacher:	Dan Wood
Date:	
Subject Leader:	Josh Wattam
Date:	

Governor:	Paul Sabin
Date:	