

Evidencing the impact of the Primary PE and sport premium

Website Reporting Tool

Revised July 2021

Commissioned by



Department
for Education

Created by



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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	£
Total amount allocated for 2020/21	£
How much (if any) do you intend to carry over from this total fund into 2021/22?	£
Total amount allocated for 2021/22	£18100
Total amount of funding for 2021/22. To be spent and reported on by 31st July 2022.	£

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>	2022 will be first year 6 cohort.
<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>	2022 will be first year 6 cohort.
<p>What percentage of your current Year 6 cohort perform safe self-rescue in different water-based situations?</p>	2022 will be first year 6 cohort.
<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: 2021/22		Total fund allocated:	Date Updated:	
Key indicator 1: The engagement of all 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:
				29.2%
Intent	Implementation		Impact	
Increased weekly physical activity for all children	<ul style="list-style-type: none"> Introduce new afterschool activities Bring in external companies to deliver specialist sports Increase the PE equipment available to the school. 	£ 3500	<p>This academic year we have had between 4-6 afterschool sports club running every week based around different sports like football and dance and a range of multi-sports lessons.</p> <p>A dance specialist delivered the dance club and we then competed in the Mass Dance Programme.</p>	19.3%
Improve the links between year groups and the key stages in PE.	<ul style="list-style-type: none"> To further embed the recently introduced skills based approach to the PE planning across all year groups has been developed by the PE Lead and sports coach to focus on the development of skills across key stage 2. The internal sports coach will support teaching with planning PE and how to build on prior skills taught to maximise progress made. 	£ 1800	<p>There is a secure link in the way that the PE is taught to build upon skills. Children are now able to follow the links throughout their curriculum and we can see the progression in Autumn 1 for example they look at catching and throwing.</p>	9.9%
Key indicator 2: The profile of PESSPA being raised across the school as a tool for whole school improvement				Percentage of total allocation:
				16.2%

Intent	Implementation		Impact	
Develop cohesive links between physical and emotional health and the impact of health upon learning.	Mental health and wellbeing day (A-life)	£ 850	The children were actively involved in our mental health and wellbeing day with A-Life. They were able to use different techniques learnt to help calm them after the event had taken place. This was seen around the school.	4.6%
	Increase opportunities to discuss how physical activity supports Emotional Health and learning			1.7%
Sports coach to deliver PE lessons across the school as well as coffee mornings, lunchtime clubs and afterschool clubs.	Increase the number of suitable activities for playground during break and lunch time	£300	There are now a range of activities completed by the children at breaks and lunch time with different boxes set up for the children to use at lunch time. There are some that are staff initiated and others the children lead them selves	9.9%
	PE Lead / Sports coach to deliver a healthy living coffee morning to parents and carers. To deliver multisport club after school to engage pupils in new sports and promote a love for sports.	£1800	Our Sports coach delivers most PE lessons and also 4 after school clubs per week. On top of this he is out every lunchtime to support in the games being played at lunchtimes.	

Key indicator 3: Increased confidence, knowledge and skills of all staff in teaching PE and sport			Percentage of total allocation:
			9.9%
Intent	Implementation	Impact	

Provide staff with professional development, mentoring, training and resources to ensure that the delivery of high quality PE lessons.	PE lead / Sports coach to support inexperienced staff with the delivery of PE.	£ 1800	All staff have received CPD around PE and how to teach and support in PE lesson this year. We have also trained staff in the use of playground equipment and now have someone leading the playground at lunchtimes.	9.9%
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Key indicator 4: Broader experience of a range of sports and activities offered to all pupils				Percentage of total allocation:
				30.1%

Intent	Implementation		Impact	
Make links with local sports clubs in the area who offer after school sport clubs and get children involved.	Contact all local sports clubs and get them to give in leaflets and also contact clubs that are run at riverside sports centre (Get them to come in and deliver taster sessions).	£150	A sports survey was sent hom at the beginning of the year and we have made links with local sports clubs with have gone on Twitter and been emailed to parents in order to get children more physically active.	0.8%
To introduce yoga to each year group to broaden sporting experiences and link to Mental health and well-being.	Introduce the children to yoga in PE lessons and specific days.	£250	A-Life came into the school for the Mental health and wellbeing day and teamed up with Premier sports to deliver yoga sessions to support with children's mental health and wellbeing.	1.3%
To offer bike ability to identified pupils in KS2.	Have a local company come in and teach the children how to ride a bike safely.	£600		3.3%
		£700		3.8%
Pupils to participate in outdoor adventurous learning.	Take the year 5 pupils to Thriftwood to participate in an outdoor adventurous learning day. Year 6 to stay at Thriftwood for 4 nights as part of their adventurous outdoor learning	£1700	We had all of year 5 attend our outdoor activities at Thriftwood and they loved the experience. Some of the activities completed were new to our children. In year 6 we had 24 out of 30 stay for our residential trip. They spent 3 nights and 4 days at Thriftwood and this was a great experience which all the children enjoyed. From the local area that we are in not	9.4%

<ul style="list-style-type: none"> - To offer Intra-school competitions to all children across the year group 	<ul style="list-style-type: none"> - To use intra school competitions where all children in the year group can take part in competitions. - For the internal sports coaches to plan intra- school competitions for each year group at the end of a unit of PE. 	<p>£300</p> <p>£1800</p>	<p>many of these children would have had this opportunity to camp and go rock climbing ect.</p> <p>Intra school competitions have begun to take place at the end of lessons and PE blocks, These are now beginning to be up running but need to be secured in the next academic year as the children now have a more secure understanding of the different sports they are playing.</p>	<p>1.6%</p> <p>9.9%</p>
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Key indicator 5: Increased participation in competitive sport				Percentage of total allocation:
				%
Intent	Implementation		Impact	
- Enter multiple borough competitions for all age groups.	- Each KS2 year group to enter at least one competition vs another school if possible.	£200	Year 4, 5 and 6 have played competitive football against other schools, This has had a positive impact on the children wanting to join after school clubs in KS2.	1.1%
- Introduce intra-team competitions in school for children to compete against each other – once every term.	- Put all children in to teams (Red, Blue, Yellow, Green) they compete for that colour at sports days and intra competitions throughout the year.	£300	Children have been into teams to compete in.	1.4%
- Year groups will be supported with planning and facilitating end of unit, year group competitions, for all children to be involved in.	- Internal sports coach to discuss with teachers and year group leaders how year group competitions can be facilitated. - To timetable one day at the end of the term for each year group to take part in a year group competition for the unit of PE they have be learning.	£1800	There is a cohesion between all year groups PE lessons now. They have been planned to a high level and all children are able to develop and extensive set of skills. They are now beginning to develop an more secure understanding of different sports.	9.9%

Signed off by	
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Date:	4.7.22
Subject Leader:	BJONES
Date:	4.7.22

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