

# 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](http://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 31<sup>st</sup>

July 2021. To see an example of how to complete the table please click [HERE](#).

Created by:  association for Physical Education  Active Partnerships  YOUTH SPORT TRUST



Supported by:

## Details with regard to funding

Please complete the table below.

Total amount carried over from 2019/20	£0
Total amount allocated for 2020/21	£4000
How much (if any) do you intend to carry over from this total fund into 2021/22?	£1472
Total amount allocated for 2021/22	£10000
Total amount of funding for 2021/22. To be spent and reported on by 31st July 2022.	£11472
How much (if any) do you intend to carry over from this total fund into 2022-23?	0
Total amount allocated for 2022/23	£10000
Total amount of funding for 2022/23 To be spent and reported on by 31st July 2023	£10000

## 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><b>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</b></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><b>N.B.</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 2021.</p> <p>Please see note above</p>	<p>Cohort of 4 pupils</p> <p>2/4 (50%) of pupils can swim 25 metres. This information was collected through speaking with the families</p>

<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>	<p>Not known – no space for swimming lessons</p>
<p><b>What percentage of your current Year 6 cohort perform safe self-rescue in different water-based situations?</b></p>	<p>Not known – no space for swimming lessons</p>
<p>Schools can choose to use the Primary PE and sport premium to provide additional provision for swimming but this must be for activity <b>over and above</b> the national curriculum requirements. Have you used it in this way?</p>	<p>No</p>

## 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: 2020/21	Total fund allocated:	Date Updated:		
<b>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</b>				Percentage of total allocation: 30%
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:
<p>All key stage 2 (KS2) pupils have three PE sessions a week as well as daily structured adult led team games during lunch break.</p> <p>The sessions focus on</p> <ul style="list-style-type: none"> <li>Sports skills, such as throwing and kicking balls</li> <li>Social skills, such as teamwork and how to win and loose</li> </ul>	<ul style="list-style-type: none"> <li>Sports Coach working with SLT to develop Scheme of Learning</li> <li>Sports Coach taking 2 of 3 PE sessions as well as supporting lunch break – modelling for staff as well as pupils</li> </ul>	<p>£3040</p> <p>(£6080 / 2 = £3040)</p>	<ul style="list-style-type: none"> <li>PE and Sport are an integral part of the curriculum and skills are embedded in non-structured time</li> <li>All KS2 pupils physically active during breaktimes</li> <li>Greater LSA confidence in supporting pupil engagement</li> </ul>	<ul style="list-style-type: none"> <li>Continue to develop staff confidence in leading PE and sports sessions by team teaching and mentoring</li> </ul>
<b>Key indicator 2: The profile of PESSPA being raised across the school as a tool for whole school improvement</b>				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:

PESSPA to be used to support the development of staff confidence at delivering sports and supporting the pupils develop technic.	<ul style="list-style-type: none"> <li>Staff training linked to the Scheme of Learning (Scheme of Learning has been developed by a Sports Coach and SLT)</li> </ul>	£0	<ul style="list-style-type: none"> <li>Greater awareness of physiology and importance of fitness to wellbeing</li> <li>Greater staff confidence in supporting pupil engagement</li> </ul>	<ul style="list-style-type: none"> <li>Continue to use PESSPA resources</li> <li>Each year review the Scheme of Learning for PE as well as The Olive Way to cover healthy lifestyles and techniques</li> </ul>
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<b>Key indicator 3: Increased confidence, knowledge and skills of all staff in teaching PE and sport</b>	Percentage of total allocation: 30%
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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?:
Staff supporting sports and non-structured time know how to facilitate group games as well as developing pupils' skills in the games. For example, during a lunch game of football, supporting pupils to develop acuracy of kicking or continuing to develop teamwork.	<ul style="list-style-type: none"> <li>Sports Coach working with SLT to develop Scheme of Learning</li> <li>Sports Coach taking 2 of 3 PE sessions as well as supporting lunch break – modelling for staff as well as pupils</li> </ul>	£3040 (£6080 / 2 = £3040)	<ul style="list-style-type: none"> <li>All pupils engage in physical activity during non-structured times</li> <li>Pupils develop skills in losing and celebrating other pupils success</li> </ul>
			<ul style="list-style-type: none"> <li>Continue to support staff's confidence in leading sports</li> <li>Audit confidence of staff regularly</li> </ul>

<b>Key indicator 4: Broader experience of a range of sports and activities offered to all pupils</b>	Percentage of total allocation: 40%
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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:





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:
Continue to develop self-regulation skills as well as teaching the pupils how to lose.	<ul style="list-style-type: none"> <li>• Sports Coach to model sports skills that can be transferred to other games</li> <li>• Staff to support pupils following the rules of a game and keeping pupils updated about the score and reminding them of the importance of supporting each other with winning and losing</li> <li>• Staff to support games during PE and non-structured times</li> <li>• Link Zones of Regulation to the sports sessions and games during non-structured time</li> </ul>	£0	<ul style="list-style-type: none"> <li>• Staff know how to support sports</li> <li>• Pupils are able to celebrate other pupils wins</li> <li>• Pupils can talk about how they are feeling in a game using terms for Zones of Regulation</li> </ul>	<ul style="list-style-type: none"> <li>• Continue to develop Scheme of Learning – games where pupils win and lose to be supported by staff and reviewed regularly</li> </ul>

Signed off by	
Head Teacher:	Ellen Watson
Date:	05/09/2023
Subject Leader:	Rob Lewis

Date:	05/09/2023
Governor:	
Date:	