

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 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](#).



Created by:



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Details with regard to funding

Please complete the table below.

| | |
|---|----------|
| Total amount carried over from 2019/20 | £3410 |
| Total amount allocated for 2020/21 | £19,560 |
| How much (if any) do you intend to carry over from this total fund into 2021/22? | £11,500 |
| Total amount allocated for 2021/22 | £19,560 |
| Total amount of funding for 2021/22. To be spent and reported on by 31st July 2022. | £31, 060 |

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> | N/A Due to Covid-19, pupils did not attend swimming lessons. |
| <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> | % |
| <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>What percentage of your current Year 6 cohort perform safe self-rescue in different water-based situations?</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 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: 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: % |
| 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?: | |
| Pupils will have access to a minimum of 2 hours physical activity each week. Prior to the pandemic, we know that a lot of children will have been less physically active, therefore we want to increase the amount of physical activity happening in school. | Make sure that this intent it clear to all staff members, and that it should be shown clearly on timetables. Schoolwide focus on maximum participation and physical activity during lessons. | | £0 | | |
| Key indicator 2: The profile of PESSPA being raised across the school as a tool for whole school improvement | | | | | 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: | Evidence of impact: what do pupils now know and what can they now do? What has changed?: | |

| | | | | |
|---|--|----------|--|--|
| Using MOKI (pedometers) as a means of motivating and raising the profile of PE across the school. | Use MOKI bands in one class and assess over a week to get a baseline for physical activity levels. Monitor throughout the year as an assessment tool. If positive trend, roll out across school. | £ 0 | | |
| Install an outdoor gym on the school grounds to raise the importance of keeping physically active and promoting a healthy lifestyle. | Get quotes and organise site visits to plan gym out. Include student inputs for choosing where and what is installed. | £ 12,000 | | |
| Organise for Olympic athletes to visit school. A successful visit took place in the 2020-21 year and this was a wonderful way to engage and motivate pupils whilst raising the profile of PE across the school. | Use YST membership to book mentor/athlete visit. | £ 550 | | |

| | | | | |
|---|---|--------------------|--|--|
| 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: | Evidence of impact: what do pupils now know and what can they now do? What has changed?: | Sustainability and suggested next steps: |
| Sport teacher/Outside providers brought in to assist with the continuous CPD of PE for teaching staff. They will be used for the modelling of high quality PE teaching and to provide extra-curricular opportunities. | CPD will be readily available for staff if needed. Staff to actively engage in all lessons, using the long term plan and skills and progression document to assist their planning. | £ 5,000 | | |
| Key indicator 4: Broader experience of a range of sports and activities offered to all pupils | | | | 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: | Evidence of impact: what do pupils now know and what can they now do? What has changed?: | Sustainability and suggested next steps: |
| All pupils have the opportunity to experience a range of sports, either taught within the curriculum, or offered as an extra-curricular activity. Additional achievements: | Conduct pupil voice activities to identify interest in sports. Identify staff skill set within school to offer this, either through curriculum time, or as an extra-curricular activity. | £ 2, 000 | | |

| Key indicator 5: Increased participation in competitive 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: | Evidence of impact: what do pupils now know and what can they now do? What has changed?: | Sustainability and suggested next steps: |
| We want to attend and offer the opportunity to as many pupils as possible, to represent the school at inter-school competitions, but where this is not possible, we can run intra-school competitions. | Apply for Trust and local authority competitions. Use pupil voice sessions to gain an understanding of popular sports/activities which could be successful if run as an intra-school competition. | £1,000 transport £500 entry fees | | |

With such a large amount of the grant left unallocated, we are currently looking at how best to spend this amount. We are going to assess soon, the best way to spend this money and as a result of the pandemic, want to understand the best way to invest it for sustainability (swimming, outside providers, extra-curricular).

| | |
|-----------------|--|
| Signed off by | |
| Head Teacher: | |
| Date: | |
| Subject Leader: | |
| Date: | |
| Governor: | |
| Date: | |