

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](#).



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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>	
<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?	Sustainability and suggested next steps:
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 is 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	Each class has one timetabled PE lesson, along with 2 playtimes and 1 lunchtime per day. During play and lunchtimes, structured activities are timetabled and offered to all children.	Train staff members to lead activities during play and lunchtimes. Consider PE apprentice.
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?:	Sustainability and suggested next steps:

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	Moki bands used alongside display to help children track their activity. Children loved using the bands and always wanted to see their score and compare with friends. We held table competitions to try and motivate all.	Re-launch with another class and check impact on attitudes to physical activity and motivation. Look into prices for another class set.
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	Gym to be installed over the summer. All KS2 children took part in choosing the equipment. Anticipation is high.	Make sure gym equipment is looked after and used properly to maintain well. Use gym lesson plans to make sure that the gym is challenging and used correctly.
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	Paralympic athlete visited KS1 children to enthuse them and show that anyone, irrespective of how they look or their ability level, can be an elite athlete.	Continue to book elite athletes to visit school.

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	Outside providers used to deliver PE lessons and After school clubs. Canoville coaches bought in to provide mentoring, sports coaching and after school provision.	Procure a fully resourced PE curriculum, to include demonstration videos. Deploy sports apprentice in 22/23 to ensure curriculum resources are available for all lessons to be delivered effectively.
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	The long-term plan is evolving to make sure that various sports are offered within the categories of the sports. More equipment bought to make sure that a wider variety of sports can be offered in and out of the curriculum.	Staff audit to assess skill sets. Think about hiring a sports apprentice to offer a variety of extra-curricular clubs.

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	Many events attended throughout the year. Including Young Ambassador training and celebration events. Trust Football CHAMPIONS!!!!	Continue to enter as many events as possible to increase and improve participation. Deploy sports apprentice in 22/23 to enable specific coaching for sporting events.

Signed off by	
Head Teacher:	Karen Coker
Date:	31.07.2022
Subject Leader:	Rob McDonald
Date:	31.07.2022
Governor:	Claire Smith
Date:	31.07.2022