

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](#).



Details with regard to funding

Please complete the table below.

Total amount carried over from 2020/21	£ 8580
Total amount allocated for 2021/22	£ 18160
Projected unspent PE and sport premium funding from 2021 to 2022 academic year to be returned to the DfE	£ 7973
Total amount allocated for 2022/23	£ 18160
Total amount of funding for 2022/23. To be spent and reported on by 31st July 2023.	£ 18160

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 2021.</p> <p>Please see note above</p>	86%
<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>	77%
<p>What percentage of your current Year 6 cohort perform safe self-rescue in different water-based situations?</p>	77%
<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>	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

Academic Year: 2021/22		Total fund allocated: £26740		Date Updated: July 2022	
<p>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</p>					Percentage of total allocation: 8%
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:	
To inspire children to monitor and improve the amount of time spent undertaking physical activity (PA) through alternative routes.	Provision of expert Forest School tuition, including attendance at all sessions by in-school support staff who will work towards gaining the necessary qualification.	£ 1520	All children from each year group experienced a block of forest school provision, linked to acquisition of fine and gross motor skills in an outdoor environment.	Ensure support staff qualifications are invested in to reduce the need for external specialist provision.	
To allow children to rapidly acquire fine and gross motor skills.	Purchase of additional resources to support Forest School provision.	£ 500	As above.	Consider cross-purpose purchases from core curriculum to supplement Forest Schools as needed.	

<p>To address staff and parent concerns around the limited physical activity (PA) available during Covid-19 school closure and sports team closure in the wider community.</p>	<p>Although funded and mitigated in the previous year's allocation, concerns remains hence a further investment in new UKS2 activity day as previously described. Investment should be lower as additional resources remain from previous year.</p>	<p>£ 216</p>	<p>Children continue to understand the link between in-school PE lessons and personal fitness. Self-awareness is increasing amongst this cohort, as is self-regulated activity at lunchtime.</p>	<p>To further mitigate any future occurrence, PE coordinator to proactively plan a sequence of daily at-home fitness activities that can be published both for summer holidays and extended school closures.</p>
<p>Key indicator 2: The profile of PESSPA being raised across the school as a tool for whole school improvement</p>				<p>Percentage of total allocation:</p>
				<p>9%</p>
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:</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>To understand that PE lessons are similarly structured to core subjects and include clear learning intentions, knowledge and skill acquisition and an outcome that compares to the initial intention.</p>	<p>Continued subscription for, and on-going coordinator training on, Create Development Real PE.</p>	<p>£ 2445</p>	<p>Children continue to display more fluency in understanding the skill and knowledge being focussed on rather than providing simplistic answers when quizzed on learning.</p>	<p>Consider alternative future routes to secure this objective, including more direct instruction for staff from external specialists to reduce reliance on a SOW in the medium term.</p>

Key indicator 3: Increased confidence, knowledge and skills of all staff in teaching PE and sport				Percentage of total allocation:
				15%
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:	Sustainability and suggested next steps:
Children will benefit from an improved curriculum and expert tuition due to the funded release for PE Coordinator to oversee and co-teach PE sessions.	Release PE coordinator on a communicated timetable of support, focussing on the support of all class teachers to improve delivery under the new SOW purchased.	£ 3000	New scheme of work, Real PE, embedded in all classes allowing children to rapidly assimilate knowledge and skills.	Consider more cost-effective ways of ensuring a mastery PE curriculum with less reliance of a SOW and higher quality independent planning.
Children will benefit from an improved curriculum and expert tuition due to the input of expert external experts to co-plan and co-teach PE sessions.	Liaise with local secondary settings to secure funded release of PE experts in KS3.,	£ 1070	Children are now benefiting from refined lesson content which suitably adapts the SOW to account for gaps in prior learning (due to Covid-19) and individual starting points.	As above, SLT and PE Coordinator to consider an alternative approach for 2022-23 which look to move beyond reliance on a SOW.

Key indicator 4: Broader experience of a range of sports and activities offered to all pupils				Percentage of total allocation:
				15%
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:
Inline with the comprehensive SOL now purchased (see above subscriptions) high quality resources will allow children to fully experience the sports and activities on offer.	Complete 2nd annual full audit of resources, with focus on ensuring under-equipped sports see their allocation of resources addressed.	£2206	Children continue to a broader range of activities and have become familiar with the different equipment needed to successfully participate in a wider range of sports.	Continue to conduct an annual audit of equipment to ensure that a rolling programme of replenishment remains in place.
To allow children to experience a broader range of sports beyond the provision possible within school	Source and fund external specialists to deliver targeted out-of-school blocks of skills-based experiences in a wider range of sports.	£1130	Targeted children have experienced sports beyond our typical provision and shown an interest in maintaining activity within them.	Consider further such use of funding for a ever-broader range, including the observation of these sessions by PE Coordinator so to enable a cascading of skills to other staff.
To allow all UKS2 to access and participate in residential activities.	Provide support for protective equipment and specialist purchases to facilitate participation.	£ 610	All those children who wishes to attend have attended without limitation.	Consider alternative residential companies and assess their provision.

Key indicator 5: Increased participation in competitive sport				Percentage of total allocation:
				22%
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:
Children should experience the teamwork, self-discipline and increased fitness that comes from competitive sport.	Purchase an annual subscription to the highest level of LSSLP with PE coordinator to maximise the number of competitions children prepare for and compete in - including the inclusive events.	£ 2650	Children attended multiple organised competitions and activities, experiencing a full range of sports. As such, children were facilitated to understand the benefit of these activities and make direct relationships between in-school PE lessons and utilising those skills whilst representing their peers and school.	Continue to renew at this level of subscription to enable ongoing access to competitions.
Children should experience the teamwork, self-discipline and increased fitness that comes from competitive sport, including appropriate staffing ratios being in place to support such activities.	Fund additional support staff hours to allow full involvement of children in the activities facilitated by the above annual subscription to local services.	£ 2900	As above.	Consider upskilling support staff to support specific sports / activities to further deepen knowledge and understanding of how to ensure equitable access for all children.
Children should experience the teamwork, self-discipline and increased fitness that comes from competitive sport, including transport.	Where parents and staff can not provide sufficient transport, fund said transport.	£ 320	As above.	Consider a dialogue with local Secondary settings to secure use of their transport options, with training and insurance to cover PE Coordinator.

Signed off by	
Head Teacher:	Vickie Njoroge
Date:	July 2022
Subject Leader:	Benoit Turbervill
Date:	July 2022
Governor:	Vanessa Lea
Date:	July 2022