

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	£ 13804
Total amount allocated for 2020/21	£ 18160
How much (if any) do you intend to carry over from this total fund into 2021/22?	£ 9000
Total amount allocated for 2021/22	£ 18160
Total amount of funding for 2021/22. To be spent and reported on by 31st July 2022.	£ 27160

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>	84%
<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>	79%
<p>What percentage of your current Year 6 cohort perform safe self-rescue in different water-based situations?</p>	74%
<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 the future.

Academic Year: 2020/21		Total fund allocated:	Date Updated:		
<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:	
				%	
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)	Purchase of Moki Technologies fitness trackers and software to allow self-monitoring of activity both in school and at home.	£4032	Trackers were used on a rotation basis across all age groups, including through the period of Covid-19 school closure. The data collected was presented in an engaging format by class teachers. Children now have a better understanding of the length of PA needed to achieve fitness goals, as measured in steps. Children are now actively seeking to be more mobile on the playground.	<p>The rolling programme of use of these trackers needs to continue, to suitably embed self-awareness of PA.</p> <p>The data collected should form the basis of both science and maths lessons, as appropriate, to bring further focus onto PA self-awareness.</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.	UKS2 cohort judged to be most at risk, with supporting evidence coming from PE lessons. PE coordinator and class teachers, in conjunction with parents, organised	£1250	Increased awareness (taken from Pupil Voice) that fitness had fallen in some children over the Covid-19 school closure. Sports Leaders (children) worked with	To mitigate any future occurrence, PE coordinator to proactively plan a sequence of daily at-home fitness activities that can be published both for	

	a UKS2 activity day encompassing a wide range of sports and fitness activities on rotation. This was in addition to the regular sports day. The trackers as detailed above were worn by children and the data compared in class subsequently.		School Council to promote active lunchtimes.	summer holidays and extended school closures.
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:
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.	Evaluative subscription for, and initial coordinator training on, Create Development Real PE.	£ 495	Structured PE lessons implemented on return from school closure. Children clearly much more fluent in understanding the skill and knowledge being focussed on rather than providing simplistic answers when quizzed on learning.	Complete evaluation of Create Development Real PE and consider moving to a full subscription to deliver all PE in this way.
	Evaluative subscription for Instilling Inspiration - Fit For Kids.	£ 489	An initial online workshop attended by staff to understand the use of these digital resources for in-school and at home learning. Children began to understand that fitness and wellbeing are linked and are increasingly seeking out PA as a way to improve wellbeing self-care.	Monitor use and evaluate potential impact of an ongoing subscription

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:
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.	Conduct a complete audit of equipment held in internal and external storage as well as classroom. To be followed by the purchase of kit and equipment for sports where the current equipment is either unsuitable or have previously not been provided.	£1010	Children have now experienced a broader range of activities and have become familiar with the different equipment needed to successfully participate in a wider range of sports.	Conduct annual audit of equipment to ensure that a rolling programme of replenishment is in place.

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:
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.	£ 2600	All competitive sport delayed due to Covid-19 closures ad precautions.	CContinue to renew at this level of subscription to enable ongoing access to competitions once national and local conditions allow.

Signed off by	
Head Teacher:	Vickie Njoroge
Date:	July 2021
Subject Leader:	Benoit Turbervill
Date:	July 2021
Governor:	Vanessa Lea
Date:	July 2021