

# 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 the irrespective 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](https://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	£3,754
Total amount allocated for 2020/21	£17,038
How much (if any) do you intend to carry over from this total fund into 2021/22?	£12,083
Total amount allocated for 2021/22	£17,065
Total amount of funding for 2021/22. To be spent and reported on by 31st July 2022.	£29,148

## Swimming Data

Please report on your Swimming Data below.

Meeting national curriculum requirements for swimming and water safety.  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. <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>	N/A
What percentage of your current Year 6 cohort swim competently, confidently and proficiently over a distance of at least 25 metres? <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 2020. Please see note above	N/A
What percentage of your current Year 6 cohort use a range of strokes effectively [for example, front crawl, backstroke and breaststroke]? Please see note above	N/A
<b>What percentage of your current Year 6 cohort perform safe self-rescue in different water-based situations?</b>	0%
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?	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: 2021/22		Total fund allocated: £29,148	Date Updated: Summer 2022	
<b>Key indicator 1:</b> 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?:
<p>To develop the P.E curriculum throughout the school to ensure it has progression and coverage</p> <p>To improve the quality of lunchtimes across the school to enhance a healthy Lifestyle.</p>	<p>All teachers to teach P.E (dance or gymnastics).</p> <p>The curriculum for P.E to be broad and ambitious. New curriculum map clear progression of skills and coverage available on the website. Skills highlighted throughout the skill to ensure skills are covered.</p> <p>Primary planning to support planning of these skills, knowledge and fill gaps lost from Covid 19.</p> <p>Gymnastics Coach 4 weeks per year, each group, each term. (due to injury of coach - class teachers taught this, year 2, EYFS Autumn term)</p>		<p>Primary P.E planning SOW</p> <p>Training for planning and SOW.</p> <p>Gymnastics was successful with Year 1 and Year 2 and evident Blink Test - pupils felt challenged and were using skills specific vocabulary.</p> <p>Lunchtime clubs did not work, pupils wanted to play with peers due to Covid 19 restrictions.</p> <p>A range of sports clubs are offered to KS1- cheerleading, dodgeball, gymnastics, construction, football, circuit training. The intake of pupils attending was high to begin with (see registers).</p>	<p>Sustainability and suggested next steps:</p> <p>Year 1 - 22-23 need to have gymnastics training.</p> <p>Sports clubs to be funded for September 2022 – funding to pay for the club and families contribute to, becomes inclusive to all.</p> <p>Autumn basketball, football, gymnastics.</p> <p>Clubs discussed as part of school council. What would the pupils like?</p> <p>Daily brain breaks. Dance/mindfulness) to add to daily intake of exercise.</p> <p>Purchase quality scheme of</p>

	<p>After school clubs: to offer a range of after school to promote pupils physical and mental well being</p> <p>Structured Play – EYFS playtimes to link in with new EYFS</p>		<p>EYFS offered club in Summer Term – opportunities for all year groups in school – increased confidence attending clubs with siblings but also developing independence.</p> <p>Autumn 1 – resources and some structure at lunchtimes.</p> <p>Spring 2 – EYFS mixed with Year 1 on the playground.</p> <p>Summer – traditional playground games with KS1 and EYFS to mix with KS1 at playtimes and lunchtimes.</p> <p>Mixing children has had a positive impact on children playing, children that suffer with social interaction issues are now playing with older children.</p>	<p>work. Imoves ?</p> <p>Inset September 2022</p> <p>Whole school improvement plan – attendance, English, Maths – being physical and wider learning.</p> <p>Development of the whole child.</p> <p>Outdoor Learning – Forest School, gardening, sensory garden, pond area.</p> <p>Active Travel - walking to school.</p> <p>Storage – EYFS sheds, patio-see separate plan.</p> <p>Ensuring high quality P.E quality – Schemes of work to support staff, CPD.</p> <p>Innovation</p> <p>Competition- Inter and out house.</p> <p>Transition - Year 2 play leaders, Sports leaders linked to Junior school.</p> <p>Association for P.E and Sport – sign up.</p>
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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:
<b>Physical Education</b> Increase participation and enjoyment in PE.  <b>School sport</b> Increase number of children attending sports clubs offered by the school and broaden the knowledge and enjoyment of a variety of sports through competitions.  <b>Physical Activity</b>	All staff and pupils to be involved in mindfulness sessions throughout the year.  To participate in Sport Week through a variety of workshops - skipping, Sports Day, dance, inter-house Summer 2022  To ensure the new sheds outside are well resourced for lunchtime activities.  <b>Look into Outdoor learning programmes to link:</b> Autumn term - Farm to Fork Spring Term – Life Long Ago Summer Term - What a Wonderful World  To continue to use Symphony to assess and move children forward using next steps.	Cost of Mindfulness	<b>EYFS impact of mindfulness. Blink.</b> Pupils felt calm and relax during sessions, took them on journey, stretching.  Progression of skills. Summer term.  <b>School registers – see separate file.</b> <b>Same children attending clubs, look at PP, SEN next year.</b> <b>Pupils coming into school in P.E kit impacting how many take part and engagement.</b>	New curriculum map to sow progressive skills over the year, short term planning to deliver lessons. Planning to support and enrich learning.  2022-23 Autumn Term Spring Term Summer Term  Outside Area EYFS Range of clubs delivered by staff next year - gardening, cookery, circuits, mindfulness.  Shelia mindfulness with small group children. Walk to school week

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:
<p>There will be a clear progression in skills coverage from EYFS to Year 2, progression is evident, through our online learning platform SeeSaw across all year groups.</p> <p>To incorporate definitions for a vocabulary rich environment in the school hall and in the classroom</p>	<p>To improve the delivery of PE and to increase confidence lessons to ensure staff are confident and able to deliver lessons that are graded at least good.</p> <p>To monitor P.E learning journeys to assess emerging, expected and exceeding and the evidence to support this.</p> <p>Ensure learning journeys are being used to evidence assessment and delivery sessions. This will help support end of term data and judgements.</p> <p>SL - to have file ready for Ofsted deep dive to promote our school values and promise.</p> <p>P.E skills and vocabulary board ready and in use for weekly P.E lessons.</p>	<p>FA</p> <p>Andrew Binell deep dive training/cover</p> <p>£120</p>	<p>Consistency of the delivery of P.E across the school has been good. (teachers and coaches)</p> <p>This has been evident in pupil voice, assessment and the</p> <p>SL produce clear document of skills from EYFS to Year 2.</p> <p>Prior learning is reviewed each lesson with reference to skills.</p>	<p>Review learning journeys – the impact of evidencing in journeys increasing workload and not having the impact we desired.</p> <p>September 2022 – CPD</p> <p>Primary P.E planning training.</p> <p>Video evidence for emerging, expected, greater depth.</p> <p>P.E show case book</p> <p>To incorporate definitions for a vocabulary rich environment in the school hall and in the classroom.</p>

Subject Leader undertook Impetus P.E training (over the 3 terms) in order to up-skill her own knowledge and understanding so she can confidently disseminate to all staff, thus increasing their knowledge and confidence.	Enrolled in the locally delivered Impetus courses (and cover provided as required.  PE subject lead to monitor and evaluate the quality of assessment made by teachers on Pupil progress in PE and to ensure that all pupils make good progress.		Summer Term training cancelled.  LMP – link with other SL to discuss planning, deep dive, assessment, Schemes of work.	CPD P.E SL to attend Impetus P.E training to be aware of current issues. National College training Links with Youth sport trust Sign up to Association for Physical Education.
Sharing good practice with Like Minded People Partnership	Meeting with other SL to share good practice and support.  Termly meetings to share good practice AND IDEAS - IMPACT ON cpd.		Meeting with Willowbrook and Warley SL to discuss assessment. Planning, schemes of work.	WhatsApp group to discuss further development/ideas. Deep dive questions. Share planning.

**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:
Additional achievements: To increase the range of creative / adapted sporting activities and events to extend and widen the range of opportunities for pupils to take part in high quality PE and Sport  To increase range of high quality equipment available to young people	Catch up action plan.  Regular brain breaks (physical and mental wellbeing) throughout the day between lessons.  Regular PE lessons (2 lessons per week, children in PE kit all day) and physical Brain Break activities.	P.E EQUIPMENT £5995  PE specialist focussing on gross motor using large apparatus in gymnastics.	Review P.E equipment.  Request CPD for staff for 22-23.	Additional achievements: To increase the range of creative / adapted sporting activities and events to extend and widen the range of opportunities for pupils to take part in high quality PE and Sport.

<p>to use / access sporting activities / participate in healthy lifestyle.</p>	<p>Dance Festivals – opportunities for our pupils to meet and take part in a range of sports / activities with pupils from across the local area.</p> <p>Develop sports clubs equipment for during breaks / lunches and after school extra-curricular clubs including use of specialist coaches.</p> <p>To purchase new PE equipment e.g. balls etc. to enhance lesson provision / active lessons (link with School Council)</p>	<p>Team teaching from Tennis company (offered from attending tennis training.</p> <p>Equipment been utilize in each lesson, athletics, cricket and gymnastics.</p> <p>No dance festivals due to uptake of schools.</p> <p>School council requested range of P.E equipment for playtimes and lunchtimes - Football goals, Basketball goals, Footballs, Wheelie seats</p> <p>Sensory garden – mindful</p>		<p>To increase range of high quality equipment available to young people to use / access sporting activities / participate in healthy lifestyle.</p>
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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:
<p>All pupils to take part in Team Competition events and activities whether outside or inside school.</p> <p>Competitive athletics and sporting activities to be included in the PE curriculum as part of preparation for the whole school sports day. <b>Sports Leadership training day to up skill young people to help run events / competition opportunities for pupils</b></p>	<p>Meet with Fiona Arnold September 2021 to plan fixtures and coaches.</p> <p>Competitions entry.</p> <p>After school clubs – to prepare for Inter and Outer competitions Entry into Cluster sporting events.</p> <p>Small competitions in P.E lessons (3 tees in KS1).</p> <p>House, Class &amp; Whole School with certificates / trophies. TBC. Staff discussion.</p> <p>Leaders to run competitions and lunchtimes link with Juniors.</p> <p>Registers , Competition schedule, Photos, Result sheets and certificates – see display, Website/newsletter, Twitter.</p>	<p>£ P.E lead extra duty cover</p> <p>Lunchtime club to prepare for competitions. (no visible)</p> <p>A varied range of after school clubs See registers</p> <p>Sports day cover</p> <p>Mindfulness £1855</p> <p>Forest School £630</p>	<p>See Twitter and photos of pupils' evidence.</p> <p>Newsletters – celebrations of pupils and individuals, photos uploaded.</p> <p>P.E celebration wall – photos.</p> <p>Weekly celebration assembly for pupils to showcase talents in all areas of sport outside school.</p> <p>School winners: Quad kids, 3 TEES cricket, Football, SEN – pentathlon event for SEN kids.</p> <p>Interhouse competitions: 3 tees, feedback from staff positive and children enjoyed it.</p>	<p>Meet with FA to discuss competitions for 22-23</p> <p>Sports leader Year 2 – look into Super Buddies taking on more responsibilities.</p> <p>Forest School – September 2022 To link into new topic INTO THE WOODS. Hook – camp fire, power of reading, cross curricular links.</p>

	SL to contribute to weekly assemblies to celebrate outside achievements.		New company to offer range of afterschool clubs - construction, cheerleading dodgeball. Intake high to begin with however inconsistent with staff.	
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Signed off by	
Head Teacher:	
Date:	
Subject Leader:	
Date:	
Governor:	
Date:	