

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 2019/20	£0
Total amount allocated for 2020/21	£19710
How much (if any) do you intend to carry over from this total fund into 2021/22?	£6410
Total amount allocated for 2021/22	£19870
Total amount of funding for 2021/22. To be spent and reported on by 31st July 2022.	£26,280

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>	100%
<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>	100%
<p>What percentage of your current Year 6 cohort perform safe self-rescue in different water-based situations?</p>	100%
<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: 27/7/21	
Key indicator 1: The engagement of all 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: 23%
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?:	
To increase pupil engagement and activity within PE and Games lessons	Purchase Real PE and associated CPD packages (coaching and access to online training). Plan and deliver a programme of CPD/ coaching and feedback to staff Staff delivering specific after school sports clubs will be encouraged to attend coaching courses to develop their knowledge and confidence in coaching those sports.		£3,998	Monitoring has demonstrated increased activity levels of pupils within PE sessions. Pupils access a greater range of games and activities. Staff report increased confidence in delivering PE sessions and after school clubs	
To increase pupil engagement in active extra-curricular activities.	Introduce a 'sports awards' ceremony at the end of each year to recognise achievement and participation/ purchase medals for sports awards. Provide children with		£200	Identify good practice within the academy and establish opportunities for these staff to be observed	
			£300	Use pupil voice to ensure that clubs reflect pupil interest	
				Monitor attendance at clubs and gain feedback on what children value the most.	

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<p>To provide opportunities for pupils to be sports leaders and for this to support with increasing the numbers of pupils accessing activities during lunch and break time.</p>	<p>opportunities to share sporting achievements.</p> <p>Identify and train 8 sports leaders</p>		<p>possible to demonstrate increased attendance</p> <p>Sports Leaders have been trained, however due to Covid they have not been able to lead daily activities to different year groups.</p>	<p>Buddy up Y5 pupils with Y6 sports leaders to train for next year. Plan in the following cycle of training. Sports leaders to survey pupils regarding preferred activities and equipment needs.</p>
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<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: 9%</p>
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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>Pupils increasingly organise active games together and play cooperatively at break times.</p>	<p>Break time game ideas sent out to staff each week. Many break time activities linked to small games learned in Real PE sessions.</p> <p>Each class will be given playground game equipment. Games will also be facilitated by staff- showing children the break time game at the start of the week. Training will also be provided for 'break time monitors', to encourage children to take part in the games.</p>		<p>Monitoring at break times shows that pupils have learned the games and are using what they have learned to play games with a partner or small group.</p> <p>Pupils can recount their successes in a range of PE activities and identify what they did to improve.</p>	<p>Pupils in each year group list their favourite games from Real PE this academic year. Pupils are encouraged to support younger children with these games in the following academic year.</p> <p>Build recognition of individual sporting achievement into class and assembly timetables.</p>

<p>Pupils learn that by regular practice, skills such as catching, throwing, bouncing a ball etc improve over time. Pupils are aware of their personal achievements and their confidence/ self-esteem improves as a result.</p> <p>Pupils are inspired to develop their own sporting interests further</p>	<p>Teachers ensure children notice and record their own progress and successes within different games and activities. For example- year 3/4 Real PE personal best challenges at the start and end of the module. Individual successes and achievements are shared in class and assembly.</p> <p>Work alongside companies, such as Sport for Schools, to organise sponsorship funded visits from an athlete or sporting star, to the academy to work with pupils. They demonstrate their own skills and recount the training journeys that have brought them to their current level of achievement/ performance and provide opportunities for pupils to practice skills.</p> <p>Organising trips to live sporting events (such as Football and Cricket matches).</p>	<p>£800</p> <p>£1000 coach hire</p>	<p>All pupils take part in fitness activities run by an Athlete. Children can describe some of the training commitments of the athlete and explain how they developed over their career. Pupils are motivated and inspired to take part in sport outside of school and lead healthy active lifestyles.</p>	
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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:
Pupils benefit from well-planned, well-structured PE activities delivered by confident knowledgeable staff.	<p>Staff to access specific CPD in support of Real PE across autumn term</p> <p>Sports coach in school 3 1/2 days a week. Staff to be released to work alongside the coach and to access planning support etc.</p> <p>PE lead to be released to observe staff and to provide high quality feedback to support the implementation of Real PE, identifying good practice.</p> <p>Staff meeting time allocated for PE lead to model use of equipment and different games and activities.</p>	<p>Sports Coach costs £18,245 covered by school</p> <p>£5000 towards PE specialist wages. Additional costs covered by school.</p>	<p>Monitoring shows that PE lessons across school are consistently good or better. Assessments show pupils are making good progress. Pupil voice shows that children enjoy taking part in sessions and look forward to the different activities that they play.</p> <p>Staff report increasing confidence in planning, delivering and assessing PE.</p>	<p>A timetable to be put in place for staff to observe good practice identified through monitoring.</p> <p>Staff will have a greater understanding of how to teach high quality PE sessions. Equally, Real PE resources (including instructional online videos, lesson plans, curriculum maps and assessment tools) will be continue to be available to support teachers.</p>

Key indicator 4: Broader experience of a range of sports and activities offered to all pupils				Percentage of total allocation: 25%
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 experience a widening range of PE and sporting activity	<p>External providers bought in to extend the range of activities available to pupils including clubs.</p> <p>Staff observe activities and assess pupil involvement engagement and interest</p> <p>School Safer Lunchtime Mark- including training for MDSA to play active games. Working with UK Health.</p> <p>Encourage more sporting activities at afterschool club. Nick Taylir to work with PE Leads to purchase resources.</p>	<p>£900 external coaching</p> <p>£1200 equipment and resources</p> <p>£1100 Award</p> <p>£2000- resources</p> <p>£2000</p>	Pupils have taken part in a range of different physical activities, games and sports. They know the rules for different games and some children who previously had negative ideas of sport and PE have taken part with enjoyment and experienced success.	Staff purchase resources to ensure the school has the capacity to continue chosen activities once the sessions have run their course.

Key indicator 5: Increased participation in competitive sport				Percentage of total allocation:
				6%
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:
An increasing number of children take part in competitive sport.	<p>Intra-class house competitions take place at lunch times. Intra academy competitions after school.</p> <p>Inter academy competitions</p> <p>The Sport Club Leaders ensure that relevant clubs have access to district level competitions and festivals</p> <p>Sports club leaders arrange competitions with other local schools and or academies within the trust.</p> <p><u>Not all planned activities were able to go ahead due to Covid- 19, as a result, not all data is available.</u></p>	<p>£180 administration and registration cost to enter leagues and school games competitions.</p> <p>Mini bus/coach hire across the year. £1000</p>	<p>An increasing number of pupils have taken part in competitive activities, sports and games.</p> <p>Pupils take part confidently in competitions knowing how to be a “good winner” and “good loser.”</p> <p>Pupils understand that competing with others is all about improving your own performance regardless of the outcome.</p>	<p>Links have been built across the trust network as well as between clubs within the academy and with other local schools.</p> <p>PE leads have a range of contacts in the locality and play a role in the local sporting offer. An appendix has been added to the Subject Leaders’ Handbook for PE detailing local events in the calendar and contacts.</p> <p>The academy is established in the locality and receives regular invites to competitions.</p> <p>The academy to host a competition for other local schools.</p>

Signed off by	
Head Teacher:	J Knapp
Date:	27/07/2021
Subject Leader:	Tom Sheridan/ Matt Evans
Date:	27/07/2021
Governor:	
Date:	27/07/2021