

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 2022. 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	£3,846.10
Total amount allocated for 2021/22	£18,030.00
Total amount of funding for 2021/22. To be spent and reported on by 31st July 2022.	£21,876.10

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. 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	
What percentage of your current Year 6 cohort swim competently, confidently and proficiently over a distance of at least 25 metres? 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. Please see note above	Unknown due to COVID.
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	Unknown due to COVID.
What percentage of your current Year 6 cohort perform safe self-rescue in different water-based situations?	Unknown due to COVID.
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?	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: 2021/22		Total fund allocated:		Date Updated: 13/9/21	
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?:	
To increase the engagement and enjoyment of physical activity in KS2, particularly in the daily mile.	Purchase further class set of pedometers based on last year's success. Sets can be shared between classes.		£569.94	Teachers of participating Yr6 classes have noted the interest and engagement of the use of pedometers during the daily mile.	
To sustain and increase participation in physical activity during playtimes/lunchtimes.	Maintain sports equipment stock. Purchase outdoor storage for larger quantity of stock and better maintenance.		£615.45	All children have had access to a range of sporting/fitness equipment during playtimes and lunchtimes. Teachers have noted an interest and engagement in the use of the equipment.	
				Activity trackers have been purchased for Yr6 to continue engagement in physical activity. Activity trackers have also been purchased to encourage Yr5 engagement. Older pedometers are to be passed on to yr3-4 to extend the level of engagement across the school. Use of pupil questionnaires to capture 'pupil voice' on the interest around the daily mile.	
				Continue to budget for replenishment of lunch/playtime equipment. Use of pupil questionnaires to capture 'pupil voice' on the participation in physical activity during playtimes/lunchtimes.	

To continue to increase engagement in the daily mile sessions by creating further alternatives for engagement in this activity or alternative fitness activities for these time slots.	Use skipping challenges provided by SSPAN last year, plus skipping rope rewards(funded from last year). Additional purchase of equipment where required	£0	Resources were not accessed	Alongside developing the daily mile, skipping challenges will also be encouraged.
Increase physical outdoor activity.	Forest School	£5000 contribution towards costs.	Year 1/2/3, plus nurture groups have been participating in regular forest school activities. Pupil voice is positive.	To continue next year – budget £3000 contribution towards the cost.
To continue to enhance opportunities to develop gross motor skills/balance/coordination of EYFS and Year 1 pupils and increase those making 6 steps of progress or more in physical development (EYFS) from previous years. EYFS data 2020-2021: Moving and Handling 73.3% Health and Self Care 66.7% Average 70%	Classroom teachers within EYFS/Year 1 to evaluate and purchase equipment required to develop gross motor skills. Balanceability training. Big Moves Training.	£1961.05	EYFS data: Gross motor skills 76.7% Fine motor skills 76.7% Health and Self Care 66.7% Average 73.4% Balanceability training and Big Moves Training – not achieved.	Continue to allocate funding to replenish. Balanceability training. Seek training for EYFS/KS1, such as ‘Big Moves’.
To encourage team building through the use of physical activities.	External agency – working with Yr5.	£300	A high level of engagement reported and positive feedback given to the teachers by the pupils.	Allocate funding for the year groups who would benefit from team building exercises.
Supporting school improvement through better play and playtimes.	External agency to help support and improve the quality of their play opportunities.	£2500	To be accessed across the school for the school year 2022-2023.	External agency to help support and improve the quality of their play opportunities.

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 continue to encourage families to travel to school in a healthy way.	Continue to use 'Living Streets' travel tracker.	£0	'Living Streets' tracker continues to be used and the scooter and bike rack are in continual use supporting families to travel to school in a healthy way.	External funding for badges to stop, allocate budget for badges or alternative that is more environmentally friendly.
To promote our sporting achievements and involvement through social media.	To add details/photographs of sporting events attended and achievement in sports through our new twitter and Class Dojo accounts.	£0	Not yet implemented.	To add sports events and achievements onto twitter.
To promote, encourage and celebrate sporting achievements within school and wider afield.	Awards and achievements to be shared in whole school celebration assemblies. PE display board to be kept up-to-date.	£0	Sport awards and certificates have been shared in whole school celebration assemblies.	To make a PE display board and keep it up-to-date with the latest achievements and information about upcoming events. Sport ambassador training for Yr6 children– enables children to help support whole school sports.

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	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:

consolidate through practice:				
Increase and widen PE coach's skills and enable this knowledge to be disseminated to further staff.	Enrol MSw on 'Level 5 certificate in Primary PE specialism' MSw to disseminate good practice amongst staff.	£800	MSw has attended training.	MSw to embed training to all staff. MSw to attend training in relation to learning a skills set for specific sports such as dance.
To increase staff confidence and knowledge in the delivery of progressive skills in gymnastics. To widen warm up skills knowledge.	Twilight training course covering warm up games and gymnastics skills and progression in line with our progression document.	£200	Gymnastics training course received by all members of teaching staff.	Carry out a staff audit to identify areas where staff would like more support/CPD.
To upskill staff knowledge and confidence when teaching PE.	MSw to team teach with KW (Autumn term).	-	KW observed MSw for some lessons but this stopped due to staff numbers.	MSw continue to provide support where needed for staff.

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:
To increase physical outdoor activity.	Forest school	£noted above in KI 1.	Year 1/2/3, plus nurture groups have been participating in regular forest school activities.	Continue this offering.

<p>To improve upon 81.4% (2018-19)/maintain 94% (2019-20) attending a sporting club, event or competition. *(100% virtually in the year 2020-21)</p>	<p>Attend a range of events, festivals and competitions arranged by SSPAN. Facilitate transport to venues</p>	<p>£2500</p>	<p>Great success in KS2 participation in attending a sporting club, event or competition (63%).</p>	<p>KS1 to attend a range of events, festivals and competitions arranged by SSPAN.</p>
<p>To identify inactive/reluctant girls and provide opportunities for extra curricular sporting interests.</p>	<p>Use WISPA (Women in Sport and Physical Activity) during the Spring /Summer term for girls identified.</p>	<p>£0</p>	<p>Opportunity not provided.</p>	<p>Focus to provide opportunities for inactive/reluctant girls.</p>
<p>To experience a range of cultural dances to children.</p>	<p>Book workshops for Chinese New Year Dragon Dance and other Dance workshops.</p>	<p>£0</p>	<p>Not achieved.</p>	<p>Whole school participation to extend knowledge and experience.</p>
<p>To improve the percentages in all areas of our swimming data.</p>	<p>Year 4 to attend swimming weekly throughout the year.</p>	<p>£2000 (contribution)</p>	<p>Year 4 have attended a weekly swimming lesson.</p>	<p>To improve the percentages in all areas of our swimming data.</p>

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:
To improve upon the KS2 pupils attending competitive sporting events with other schools from 36.95% (2018-19)/73% (2019-20)	Join LCSFA association, Boys and Girls A and B teams. New school football goals purchased. New shin pads and goalie gloves purchased. Continue membership with SSPAN	£450 + £125 (for addition of B teams) £1635.00 £66.26 £1550.00	Gave children opportunities to compete that wouldn't normally get picked. To increase confidence, in particular the girls, in football.	Continue SSPAN affiliation.

Signed off by	
Head Teacher:	
Date:	
Subject Leader:	Hannah Forbes
Date:	03/07/2022
Governor:	
Date:	