

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](https://www.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 2020/21	£25,192
Total amount allocated this year	£19,360
How much (if any) do you intend to carry over from this total fund into 2022/23?	£7,350 (allocated to bike and scooter sheds being built next year)
Total amount of funding for 2021/22. To be spent and reported on by 31st July 2022.	£44,552

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	60%
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 2020. Please see note above	60%
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	60%
What percentage of your current Year 6 cohort perform safe self-rescue in different water-based situations?	60%

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 but limited uptake - Just 1 child

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:		
<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:	
			4.7%	
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:		Evidence of impact: what do pupils now know and what can they now do? What has changed?	Sustainability and suggested next steps:
<ul style="list-style-type: none"> - Educate children in the value and benefits of a healthy active lifestyle. - Ensure our high quality PE and school sport offer develops active and confident movers with the aim of inspiring lifelong participation in physical activity. - Use PE lessons to increase physical activity levels and learning. - Develop sports crew to raise awareness of active 30 and promote healthy active lunchtimes - Raise awareness of the best places to take part in sport and physical activity outside of school. - Provide opportunities for daily physical activity. - To increase pupils' activity levels throughout the day. - Develop 'Active Play' lunch times ensuring all pupils can take part in 	<ul style="list-style-type: none"> - Through PE lessons and sport, ensure our children understand the role of movement in the development of their own physical literacy, fitness and well-being. - Use real PE planning to improve quality of teaching in PE lessons and more active engagement - Build links with local community sports clubs through our SGO. - Meet with SLT / MDS team to discuss active playtimes and zoning of playground. - Purchase Resources for active play and lunch and new easy access storage systems for resources - Train sports crew leaders - Develop role of Staff active sports leader - Lead assemblies on importance of physical activity 	<p>Jump start Jonny membership £279</p> <p><i>See also Real PE membership</i></p> <p>Active lunchtime sheds £1439</p> <p>Active lunchtime</p>	<p>Less active children are more engaged in extracurricular PE clubs outside of school and given early sign up to all clubs.</p> <p>More clubs being run and therefore more children partaking in additional active minutes outside of school.</p> <p>Lunchtime clubs are targeting children who might not normally be able to attend clubs.</p> <p>New play leader working with sports leaders to develop active playtimes in both KS1 and KS2 resulting in more active lunchtimes.</p>	<p>To build more active minutes into the school day using 5 minute brain breaks between lessons and maybe using additional time with earlier opening to do wake and shake. Investment into online resources to support this.</p> <p>Continue to develop the role of playleader to create more opportunities for active lunchtimes and inter house competitions during the school day.</p>

physical activity varying from supervised active play to inter house competitions. - To continue to work in partnership with 'MSA' and our SGO to increase awareness of the importance of physical activity	- Everyday active opportunities to become regular features of the timetable	<i>Also MSA membership</i>	High quality PE lessons being taught that focus on key skills as well as active participation.	
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Key indicator 2: The profile of PESSPA (Physical Education, School Sport and Physical Activity) being raised across the school as a tool for whole school improvement

Percentage of total allocation:
54.7%

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:
<ul style="list-style-type: none"> - Use PE and sport to enable the development of life skills that are transferred to other curriculum areas, wider school and beyond. - Use PE and sport to develop the whole person including thinking, social and personal skills through real PE - Use sporting role models used to engage and raise achievement – inspirational assemblies and activity days (Jolf, skipping, MFA, BMX) - Ensure PE and school sport is visible in the school (assemblies, notice boards, school website, local press, pupil reward and recognition of pupils) - High quality PE lessons delivered during curriculum time. - To deliver the Sports Crew Programme throughout the school, engaging and facilitating pupils' ability to take responsibility for their learning and delivering of physical activities to the rest of the school. 	<p>Membership of MSA which includes:</p> <ul style="list-style-type: none"> • Competitions and festivals • Comprehensive CPD programme • PE Conference • Sports Crew training <p>- Introducing new sports through paid clubs and use of outdoor sports coaches to run extra curricular clubs</p> <ul style="list-style-type: none"> - Continue to develop and use whole school plans and assessment. - Maintain Gold Sports mark - Inter house competitions played throughout the year - Sports leaders to help run and organise the intra-house festivals in the lower school. - A range of sporting extra curricular clubs run in school - Inclusive and fully active Sports Day. 	<p>MSA membership until end of 2025</p> <p>£ 13,000</p> <p>New sheds and storage for better organisation of and easier access to PE resources for lessons and clubs.</p> <p>£1,559</p> <p>Investment in forest school</p>	<p>Successful sports competitions (including a win for quick sticks hockey tournament) celebrated in assemblies showcasing the opportunities we have in school and encouraging more children to get involved. (Increased participation in clubs)</p> <p>More festivals are being entered in a range of diverse sports giving less sporty children an opportunity to take part.</p> <p>More KS1 festivals and events attended this year.</p> <p>Successful whole school sports day where every child participated in every event. (Parent voice)</p>	<p>Bring your wheels to school day to launch our new bike sheds and encourage children to find different and active ways of getting to school.</p> <p>Continue training the new sport and play leader and develop his role in raising awareness and participation in sport.</p> <p>Including more opportunities for Intra house comps and personal challenges.</p> <p>Swimming catch up for less able swimmers.</p>

<p>- School staff better equipped/ more confident to teach PE in school</p> <p>- Monitoring use of schemes and whole school PE coverage</p>		<p>equipment</p> <p>£152</p> <p>PE tablet</p> <p>£123</p> <p>Health Assessment wheel</p> <p>£20</p> <p>Equipment for PE lessons</p> <p>£5,510</p>	<p>More children involved in active lunchtimes supported by Sports leaders and LSA play leader.</p> <p>More club opportunities for KS1 and EYFS than ever before.</p> <p>LSAs now running clubs and raising awareness of sport in our school community as well.</p> <p>4 year groups now doing forest schools every year.</p> <p>Better taught lessons supported by new resources allowing more children to be active for more of the time in PE lessons. (Lesson observations)</p> <p>Professional athlete event which inspired lots of children to get involved in a new sport. (Child's voice, pupil interviews)</p>	
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<p>Key indicator 3: Increased confidence, knowledge and skills of all staff in teaching PE and sport</p>				<p>Percentage of total allocation: 8.05%</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</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>consolidate through practice:</p> <ul style="list-style-type: none"> - Raise the quality of learning and teaching in PE and school sport by providing support to deliver broad, balanced and inclusive high quality PE through Real PE planning and school sport provision (within and beyond the curriculum) to raise pupils' attainment. -Reflect on and develop new curriculum linked to REAL PE. give staff time to reflect on what they have taught, what is going well and what we can change to make improvements through using the new PE curriculum Real PE. -Clear progression of skills throughout school and each year group. - Effective assessment being used to ensure challenge and support given in lessons where required. <ul style="list-style-type: none"> - 1:1 lesson observations to monitor staff effectiveness and confidence - Questionnaire to monitor pupil and staff attitudes towards progression in PE 	<ul style="list-style-type: none"> • Provide opportunities for staff to access CPD opportunities through MSA Partnership CPD programme. • Purchase quality assured resources to support teachers and support staff. <ul style="list-style-type: none"> • PE lead/sports coaches used to help upskill teachers through modelling lessons, team teaching, help with planning and observations. • Give staff time to reflect on what they have taught, what is going well and what we can change to make improvements through using the new PE curriculum Real PE. • Use lesson evaluations to ensure assessment and appropriate reflection on each lesson allowing children to move on in an appropriate developmental manner as well as provide support and challenge in follow on lessons for children that require it. • Subject Leader to attend relevant sport conferences and network meetings to gain relevant information. • Staff to develop a progression of skills throughout each year group to ensure good progression of skills throughout taught units and develop awareness of the skills being taught – how when and why. 	<p>Real PE membership, resources and planning</p> <p>£495</p> <p>Supply cover for training, in house planning / curriculum development in year group teams</p> <p>£2500</p> <p><i>Also MSA membership</i></p>	<p>Teachers are much more confident with using Real PE and adapting to the needs of their children, plus they have a better awareness of progression of skills within PE leading to more effective assessment and targeted teaching.</p> <p>(Planning look and lesson obs, teacher voice)</p> <p>Children enjoying PE lessons and feel that they are being challenged. (Childs voice)</p>	<p>Continue to evaluate and develop PE plans and teaching of Real PE into next year, introducing new staff and training them to use the program effectively.</p> <p>Outdoor Adventurous Activities(OAA) training for KS2 staff working alongside coaches to train in delivering OAA in school.</p>
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Key indicator 4: Broader experience of a range of sports and activities offered to all pupils				Percentage of total allocation: 18.35
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>- Provide opportunities to take part in a diverse range of school sport through extra-curricular clubs, competitions, festivals and events. - Continue to offer additional extra-curricular opportunities for all pupils to take part in physical activity and sport - Providing additional links to Community Sports Clubs - Increase opportunities for KS1 children</p> <p>Continue to develop relationships with community coaches so a broad and wide range of activities can be offered to all age groups.</p> <p>- Provide experience days to introduce children to a wide variety of additional sports that they may not normally encounter.</p>	<p>- Review extra-curricular activities through pupil voice - Employ sports coaches to provide age and stage appropriate extra-curricular sporting opportunities and to improve sports skills in children through increased opportunities in school Develop role of LS in increasing participation and activities for all year groups - To keep the website/PE noticeboard up-to-date range of clubs currently on offer (changeable throughout the year) - Targeted children to attend the extra-curricular clubs. - School to enter children into sporting festivals/ competitions. - Links made with coaches and outside clubs – - Equipment continues to provide opportunities during break and lunchtimes.</p>	<p>Supply cover to allow staff to take children to events £1,822</p> <p>LSAs taking extra curricular sports clubs £2,966</p> <p>JOLF day £1,000</p> <p>Watersports £570</p> <p>Basketball coaches for clubs £470</p> <p><i>Also MSA membership</i></p>	<p>More clubs being offered. More children from disadvantaged list taking up the offer of free clubs. Children really excited about trying new sports (Jolf - teacher and student feedback) Different sports being offered this year - Tennis, Multi sports, basketball,</p>	<p>Children would like the opportunity to try lots of new sports. Looking into skipping days, round net and yoga experience days. More intra school comps and experiences through lunchtimes and in PE lessons supported by sport and play leader(LSA) and sports leaders. Use sports leaders to run alternative clubs - jolf (golf) training for them.</p>

Key indicator 5: Increased participation in competitive sport				Percentage of total allocation:
				14.23%
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?:	Sustainability and suggested next steps:
<ul style="list-style-type: none"> - Provide opportunities for all children to challenge themselves through both intra and inter school sport where the children's motivation, competence and confidence are at the centre of the competition and the focus is on the process rather than the outcome. - Increased participation in School Games competitions. - Select children who we feel would benefit most from the opportunities available in the MSA events calendar. - Enter external events to give pupils the opportunity to compete against other schools -Develop partnerships with other schools to increase participation in interschool matches -Enter b and c teams where possible for competitions and matches 	<ul style="list-style-type: none"> - Engage with MSA events - Engage more staff/ parents/ volunteers and young leaders to support attendance at competitions. - Ensure pupils get the opportunity to take part in local competitive leagues, tournaments and festivals. - Regular intra-house sports competitions for pupils across different sports. - To develop links with external agencies in the community to ensure more pupils participate in community clubs outside of school 	<p>New line markings for different sports to allow interschool comps</p> <p>£2939</p> <p>New netball and basketball hoops</p> <p>£2320</p> <p>Travel to events</p> <p>£36</p> <p><i>Also MSA membership</i></p> <p><i>Also supply cover for events</i></p>	<p>Many competitions and festivals entered through MSA.</p> <p>Children are very excited and engaged to take part in competitions and festivals. (Child's voice)</p> <p>Children enjoy having achievements celebrated in assembly.</p> <p>Children learning about personal challenge and being competitive with themselves as well as others in school or the wider community.</p>	<p>Develop more intra school comps.</p> <p>Arrange more inter school competitions. (Sport and play leader)</p>
		TOTAL: 37,200		

Signed off by	
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Subject Leader:	K. Griffiths
Date:	19.7.2022
Governor:	T Eastley
Date:	19.7.2022