

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](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 2019/20	£
Total amount allocated for 2020/21	£16,854
How much (if any) do you intend to carry over from this total fund into 2021/22?	£
Total amount allocated for 2021/22	£16,780
Total amount of funding for 2021/22. To be spent and reported on by 31st July 2022.	£

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

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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:	
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?:	Sustainability and suggested next steps:
To increase the importance of Physical Education within the school and inspire all children to be active inside and outside of school.	<ul style="list-style-type: none"> Daily mile Play time activities, structured activities for all. 	/ £3000	Pupils are getting additional walking time each day. Children are enjoying this activity and resettle to learning upon completion. Range of activities are being made use of each day at break and lunchtime	Daily mile to be developed further with competition and recognition of achievement. Ensure circuit used correctly in the small space provided. Explore alternative ways of completing the Daily Mile in small space.
To increase the range of activity available across the curriculum	<ul style="list-style-type: none"> Teach Active subscriptions (Active Maths) 	£600	Children will be making use of physical activity in Maths lesson, allowing for greater participation and learning.	Monitor in order to ensure regular use of Active Maths activities are in place
To improve and develop pupil's range of PE skills through the use of a sufficient range of resources and equipment;	<ul style="list-style-type: none"> Resources for lessons 	£3000	Lessons are well resourced and sufficient equipment is available for all pupils in order to allow for differentiated learning.	Develop curriculum further with range of activities including paralympic sports

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Key indicator 2: The profile of PE and sport 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 demonstrate a high regard for PE sessions through staff attitude and appearance	Purchase staff kit to be worn when teaching PE lessons Ensure pupils have appropriate kit for participating in PE lessons. Provide for those that require support.	£500 £500	All staff are responsible for the leading and teaching of PE for their class. All pupils are in PE kit for lessons.	Continue to develop provision of PE sessions, revisit possible use of another setting for access to more space for gym. Consider developing team colours as part of PE kit.

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:
To continue to evaluate and adapt the PE curriculum, including use of staff to deliver sessions.	Top PE subscription Teaching Assistant to support staff with PE sessions if needed.	£210	Staff are supported with teaching areas of PE they are unsure of.	Liaison with secondary setting to further develop PE teaching.

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 offer a wider range of physically active clubs across the school	<p>After school clubs to be in place with a range of activity available to a range of ages, provided by school staff.</p> <p>Additional clubs to be available through sport coaches.</p>	£	Range of activities been in place over year (hockey, speed stacks, netball). Children have access to a range of activities.	Further develop to increase number of adults providing sport club. Continue to explore alternative sports eg sitting volleyball, goalball etc.
To provide opportunities to develop cycling skills in younger years	Born to Ride Balanceability for Year 1 and 2	£3200	Children in Year 1 and 2 will be competent at riding a bike as a result of participating in this programme.	Consider introducing for Year R.

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 ensure pupils are able to participate in sporting events with the appropriate kit	<p>Team kits to be purchased for pupils participating in school competition.</p> <p>Resources for sports day competition</p> <p>Travel costs for competitions</p> <p>Teaching Assistant to liaise with PE lead and coordinate sport competitions</p> <p>Affiliation to DDSFA Bronze package</p>	<p>£1000</p> <p>£500</p> <p>£500</p> <p>£3000</p>	Pupils are able to access a range of competitions for all ages and genders. School is fully involved in competitions across the district and other groups.	

Signed off by	
Head Teacher:	
Date:	
Subject Leader:	
Date:	

Governor:	
Date:	