

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.



Details with regard to funding

Please complete the table below.

Total amount carried over from 2019/20	£0
Total amount allocated for 2020/21	£
How much (if any) do you intend to carry over from this total fund into 2021/22?	£ 4,000
Total amount allocated for 2021/22	£ 16,970
Total amount of funding for 2021/22. To be spent and reported on by 31st July 2022.	£ 20,970

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>	N/A for KS1
<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>	N/A for KS1
<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>	N/A for KS1
<p>What percentage of your current Year 6 cohort perform safe self-rescue in different water-based situations?</p>	N/A for KS1
<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>	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

Academic Year: 2020/21		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:
					%
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 do now? What has changed?
<p>All pupils have positive self-esteem and confidence in their skill level and knowledge of the PE activity.</p> <p>All children are able to use their personal skills to follow game instructions safely and competently.</p> <p>All children make progress in the key skills.</p>		Time is given to small groups and 1-1 support for pre-teaching, practice and consolidation of controlling a ball/small equipment through targeted small activity.		£ 2,277	<p>Children are identified for additional sessions of gross motor support through lesson observation and class teacher input.</p> <p>Early intervention enabled the children to take part with increased success and receive additional practice to build confidence and resilience.</p> <p>Children are assessed from a baseline, reviewed 3 times a year. Balance, coordination, mid-line crossing and body management (jumping).</p> <p>Increased confidence and success in achieving the skills. Small group work is successful and next groups set up. Increased</p>
Sustainability and suggested next steps:					
Break time equipment link.					

<p>All children develop their understanding and personal goals in gym and dance lessons to build strength, team work, sequencing, flexibility and coordination.</p>	<p>All year groups have a weekly progressive dance/gym session. The dance lessons are linked to Topic work when appropriate, providing an additional layer of understanding.</p> <p>Cross curricular links are made using a variety of music genres.</p>	<p>£800</p>	<p>distance, mastery and control is observed in the session using equipment.</p> <p>Children are happy and willing to take part in the activities. Children's confidence in sequence building and presentation skills have improved so they can also begin to appraise dance results.</p>	
<p>To provide a safe area for children to improve core strength and coordination.</p> <p>Specifically EYFS – improving core strength in line with PE session. Specifically Year 1 and Year 2 have opportunity to work with their peers improving strength, cooperation, confidence and resilience introducing new climbing opportunities that they would not normally be able to access.</p>	<p>Construct a safe climbing frame with 4 varying activities to include, climbing and strength building opportunities.</p>	<p>£3,613</p>	<p>A climbing frame has been provided for: Wall climbing using foot and hand grips. Log swings. Net wall. Bar for tumble turns.</p> <p>Rope walk Wooden walk way</p> <p>Bars – pull ups and swinging</p> <p>Risk assessment in place, produced with children. Year groups accessing equipment during break and set lesson times. Full activity at break and lunch time. Improved cooperation in using the equipment and sharing space to be active. Children have set up mini challenges and they praise, and encourage each other. Children are keen to show their achievements with adults. A play area full of smiles with children</p>	<p>Equipment enables core strength development which was identified as a target area after Covid lockdowns.</p> <p>This will be part of a plan to include additional equipment next year.</p>

			being active. Equipment is being used during specific lesson time for core challenges for EYFS. Next step- to develop climbing opportunities for older children.	
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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: %
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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:
All children have access to equipment at break times to initiate mini-games and be active in their play to keep fit and healthy in mind and body. Children can play together as Action Ants creating own games, using cooperation and problem solving skills in their play. Children have a sense of pride and level of responsibility to take care of their PE possessions. Goal - Sport Leaders – personal character development in leading games and confidence building. Empathy and role models. Aspiration for younger children to	Children decide in each class equipment to go in their class break active box. Coach works with Sport Leaders and the class of children so all are aware of the break activity. Progressively increasing games. Sports Leaders – Year 5/6 training in	£ 100 x 6 =£600. £150	Children work together and independently organise their games. Developing social skills – compromise, listening and understanding instructions. Increased physical activity using the equipment: skipping, Promoting that being active improves wellbeing, mental health and fitness.	The aim is to promote sport clubs outside so children take up opportunities in their community. Next step – train Year 5 and Year 6 to work with coaches to support younger children at break times.

want to be a Sports Leader.	different games with scoring methods.			
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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:
<p>To provide all children with high quality PE experiences including the development and progression of personal skills within a sport activity.</p> <p>To ignite a passion in sport activities and confidence to have a go and try new physical activities.</p> <p>To be active and understand how sport can improve how we feel and ensure we keep fit.</p> <p>Whole School participation. Each Year group from EYFS to Year 2 have an hour session of high quality PE coaching.</p> <p>Staff work in partnership with coaches learning new skills, PE management and organisation of resources to</p>	<p>Employ specialist coaches to provide excellence in PE teaching working with staff in PE sessions to provide first hand CPD.</p> <p>Create progressive curriculum of sporting activities focusing on game skills, individual goals and personal bests.</p> <p>Activities linked with how</p> <p>Introducing new sport activities using current equipment.</p> <p>PE coach works with small groups or 1-1 if required, to focus on specific skill required to make</p>	£ 10, 417	<p>Pupil's attention to instruction and problem solving skills has improved. Evidenced by lesson observation and talking with the children.</p> <p>All pupils participate. The curriculum adaptations with use of specific equipment and adult support has ensured inclusion and progress in PE skills for children with SEND.</p> <p>Lessons are built on using qualitative assessment. This is also led by the checklist of basic skills.</p> <p>Skills focused on developing balance, coordination, use of space and partner awareness with control and force required when using a</p>	PE file/scheme/timetable.

ensure sustained inclusion and active participation.

individual progress.
(This group is decided in consultation with the class teacher and/or teaching assistant)

variety of equipment: various balls, bats, and hoops, small soft and hard throwing/passing objects.

Increased confidence and improving success in stationary positions and partner work. This is integrated into the next lesson to use the skills being developed.

Pupil Voice:

EYFS

“I like that I can move lots of ways like animals – I can go on tip-toe and then slide and then run, skip and I can also jump well.”

“ I like footballs as I can kick in the right place.”

“Rocking, I can’t do it bit I like it and I try my best and I will do it !”

Year 1

“I like the moves to do under arm and over head when I throw the ball. I am trying to catch the ball afterwards.”

“ I can use force to throw the right distance and if not I pick it up and go again.”

“ I am working on going where I think the ball is so I can catch it. If it goes the wrong way I have to move!”

Using lesson observation of the basic skills additional focus groups have gross motor activities to develop their next steps.

			<p>Year 2 PE is fun, I really like it! I learn new sports and it is hockey! It is important to keep your stick on the ground.”</p> <p>“The teacher shows us how to do it so I have strong arms in handball – I get my hands right, take 3 steps and wait 3 seconds. My aim is getting better.”</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:

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>To instil a love of sport and an opportunity to take part in sport after school.</p> <p>EYFS – Year 2 opportunity to take part in multi-sports club to learn and experience new games and work cooperatively across year groups Providing opportunity for all PP and SEND to take part. They can access free quality sports which are fun and raise the joy in sports with others.</p> <p>Sports Day (Term 6)</p>	<p>After school club to promote dance. Children have opportunity to take part in a dance club focusing on different dance formats each term: tap, ballet and street.</p> <p>After school Multi-Sport Club.</p> <p>KS1 organised Sports Day.</p> <p>Parents invited to a Year Group Sporting session during school time.</p>	£ 1,260	<p>Increased confidence and enjoyment in being independent and working in a team with children in other year groups.</p>	<p>Make contact with outside coaches to promote after school activities.</p> <p>Invite sport role models to talk to the children about their enjoyment and role in sport; promoting a healthy lifestyle.</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:
<p>Children to apply skills in a competitive situation to adapt and work cooperatively as a team to out play opponents in a game,</p> <p>Children to demonstrate self-regulation and resilience in team play showing consideration for sharing play to achieve an end goal.</p> <p>To be a part of team celebration and empathising with opponents in defeat and wins. To show respect and demonstrate respectful behaviour.</p>	<p>Inviting schools within the MAT and TRA to take part in friendly games- team ball games and challenges.</p> <p>Using field and small equipment.</p> <p>Focus on field golf.</p> <p>Taking part in local sporting events at nearby schools.</p>	£200	<p>This has not been able to take place as desired due to difficulties with illness and transport problems.</p> <p>This remains a target for next year.</p>	2022 2023 planning to introduce mini sporting events across the Trust.

Signed off by	
Head Teacher:	T. McIntosh
Date:	22 nd July 2022
Subject Leader:	T. McIntosh
Date:	22 nd July 2022
Governor:	D. Harding
Date:	22 nd July 2022