

Evidencing the impact of the Primary PE and sport premium

Website Reporting Tool

Revised July 2021

Commissioned by

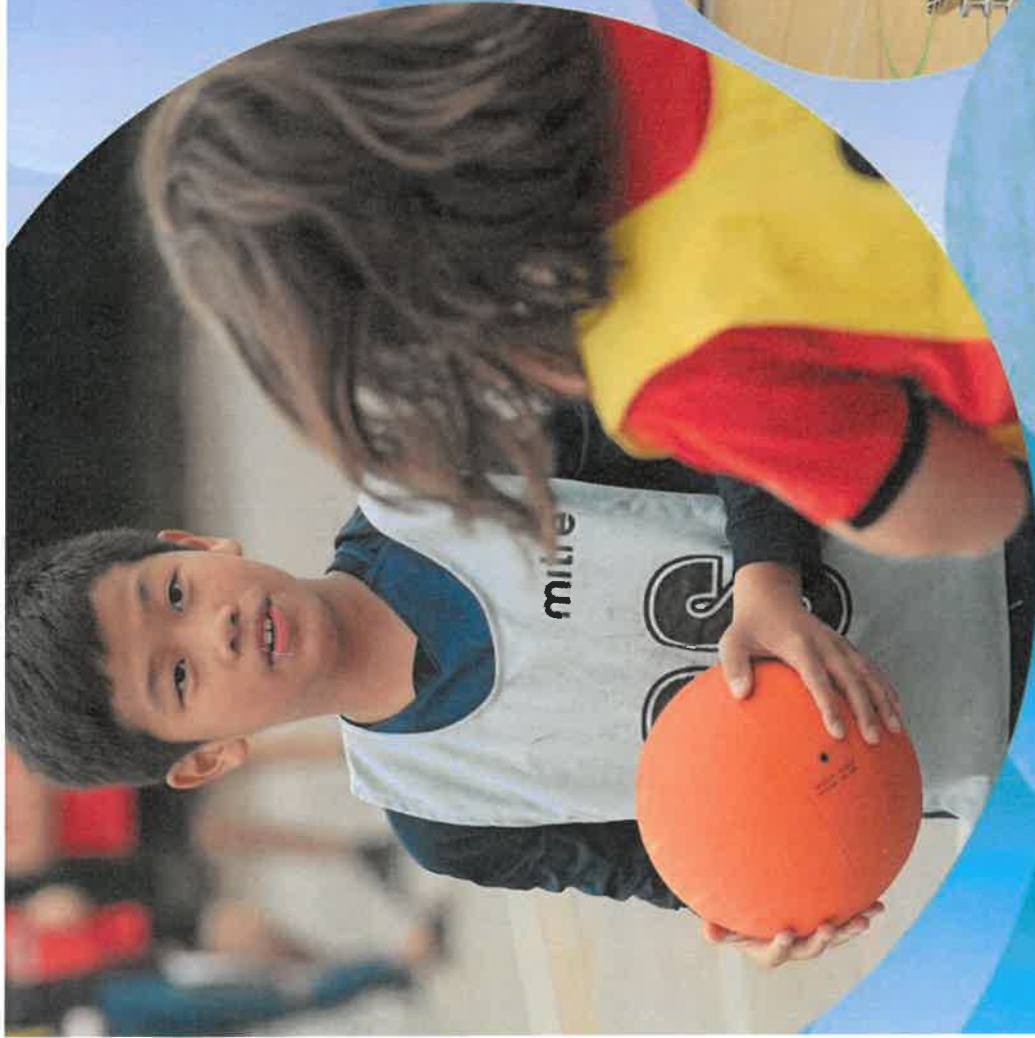


Department
for Education

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 Df guidance including the 5 key indicators across which schools should demonstrate an improvement. This document will help you to review your provision and report your spend. Df encourage 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 allocated for 2021/22	£16660
Total amount of funding for 2021/22. To be spent and reported on by 31st July 2022.	£16660

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	100%
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	100%
What percentage of your current Year 6 cohort perform safe self-rescue in different water-based situations?	100%
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

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: 2021/22	Total fund allocated: £16660	Date Updated: 11/07/2022	Percentage of total allocation:
<p>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</p>			
Intent	Implementation	Impact	
Your school focus should be clear what you want the pupils to know and be able to do and 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:
To enhance the quality of lunchtime, play provision ensuring that pupils have a healthy active lunchtime.	Train playground leaders to run activities during play times.	Playground leaders run daily sessions. Both the leaders and the younger children are active during this time and enjoy it	Play leaders are trained next year when the current year 6 leave.
<p>Key indicator 2: The profile of PESSPA being raised across the school as a tool for whole school improvement</p>			
Intent	Implementation	Impact	
Your school focus should be clear what you want the pupils to know and be able to do and 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:
	Funding allocated:		
	£250		
			Percentage of total allocation: 6%

Improve physical activity levels in our most inactive pupils.	Audit to be completed to highlight which children need to be targeted.	£0	Linked to play leaders as most of these children take part now in active play.	A mid year audit will be needed next year to check which children need targeting at that point.
Swimming top-up lessons will be provided in the summer term as necessary - lessons missed due to Covid - to ensure all pupils leave the school meeting at least the minimum expectations	Children who need additional lessons are identified early and extra lessons arranged to ensure the expected level is achieved.	£1000	Extra lessons ensured 100% could swim.	Ultimately swimming to take place in year 3 / 4 however there is covid catch up time needed first.

Key indicator 3: Increased confidence, knowledge and skills of all staff in teaching PE and sport

				Percentage of total allocation:
				3%
Intent	Implementation	Funding	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:
Continue to develop the PE subject leader. Subject leadership time to plan the curriculum and evaluate progress and CPD required	Effective curriculum plans in place which allow pupils to build on their skills and which engage all pupils Incl. AfPE H&S in PE course	£500	Subject leader has developed curriculum plans and arranged assessment training for teachers so they can identify the needs of their pupils.	New subject leader to be trained and supported with subject leadership time.

Key indicator 4: Broader experience of a range of sports and activities offered to all pupils

Percentage of total allocation: 70%			
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>Archery equipment -To engage students in after school activities and offer a broad range of sports.</p>	<p>Make sure your actions to achieve are linked to your intentions:</p> <p>Engagement in clubs. Children showing an increased experience of a range of sports/ children partaking in competitive sports</p> <p>£485</p>	<p>Evidence of impact: what do pupils now know and what can they now do? What has changed?:</p> <p>Few pupils engaged with after school clubs however lunchtime sessions had a higher up take. In these pupils enjoyed it and are learning the life long skill of losing as well as winning.</p>	<p>Sustainability and suggested next steps:</p> <p>To plan a range of after school and lunchtime activities.</p>
<p>To offer tasters of alternative sports</p>	<p>Martial arts taster sessions</p> <p>0</p>	<p>Pupils keen to join an after school club.</p>	<p>Offer an after school club in martial arts in the autumn term.</p>
<p>Offer a wide range of sporting activities to give all pupils the opportunity to experience different types of physical activity.</p>	<p>PE subject leader to plan to offer a varied range of activities during the academic year to all year groups /Lunchtime activities to be planned to engage those pupils who are not able to attend after school clubs</p> <p>£0</p>	<p>Pupils engage with a wide range of sporting activities and understand what they like and dislike.</p>	<p>Continue to offer different activities.</p>

Fund extra-curricular activities for pupils who may not be able to access events, visits or activities	Provide financial support to pupils who may not have opportunities because of family circumstances, for example, support to attend after school clubs, funding transport to events, outdoor residential centres and music lessons	£400	Enables all pupils to try different activities for example climbing, caving and abseiling.	Map opportunities for development.
Outdoor active learning in the Forest Schools area. Build confidence and mental wellbeing of pupils as well as learning outdoor skills and team working Including resources needed	Pupils wellbeing is improved being outdoors and children learn to work together which leads to less behaviour issues	£10,775	Pupils have spoken about how being active in the outdoor area of the school helps them feel more in control of their feelings. Pupils have developed strong team work skills and thrived working with pupils they may not normally have success with.	Open this up to more pupils.

Key indicator 5: Increased participation in competitive sport

			Percentage of total allocation:	
			20%	
Intent	Implementation	Funding allocated:	Impact	Sustainability and suggested next steps:
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?:	
Sports equipment to be maintained and refreshed as required - Subject leader, HLTA and teachers to ensure all equipment is used correctly and maintained, including equipment available at break times	All lessons have the appropriate resources available	£400	Equipment available for all pupils to support lessons.	Review where there are current gaps.

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: £16660	Date Updated: 11/07/2022	Percentage of total allocation:
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			
Intent	Implementation	Funding allocated:	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:		Sustainability and suggested next steps:
To enhance the quality of lunchtime, play provision ensuring that pupils have a healthy active lunchtime.	Train playground leaders to run activities during play times.	£250	Play leaders are trained next year when the current year 6 leave.
Key indicator 2: The profile of PESSPA being raised across the school as a tool for whole school improvement			
Intent	Implementation	Funding allocated:	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:		Sustainability and suggested next steps:
Improve physical activity levels in our most inactive pupils.	Audit to be completed to highlight which children need to be targeted.	£0	Linked to play leaders as most of these children take part now in active play.
Percentage of total allocation: 6%			
A mid year audit will be needed next year to check which children need targeting at that point.			

Swimming top-up lessons will be provided in the summer term as necessary - lessons missed due to Covid - to ensure all pupils leave the school meeting at least the minimum expectations	Children who need additional lessons are identified early and extra lessons arranged to ensure the expected level is achieved.	£1000	Extra lessons ensured 100% could swim.	Ultimately swimming to take place in year 3 / 4 however there is covid catch up time needed first.
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Key indicator 3: Increased confidence, knowledge and skills of all staff in teaching PE and sport

Percentage of total allocation:				
3%				
Intent	Implementation	Funding allocated:	Impact	Percentage of total allocation:
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:
Continue to develop the PE subject leader. Subject leadership time to plan the curriculum and evaluate progress and CPD required	Effective curriculum plans in place which allow pupils to build on their skills and which engage all pupils Incl. AfPE H&S in PE course	£500	Subject leader has developed curriculum plans and arranged assessment training for teachers so they can identify the needs of their pupils.	New subject leader to be trained and supported with subject leadership time.

Key indicator 4: Broader experience of a range of sports and activities offered to all pupils

Percentage of total allocation:				
70%				
Intent	Implementation	Funding allocated:	Impact	Percentage of total allocation:
Your school focus should be clear what you want the pupils to know and be able to do and about	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	Sustainability and suggested next steps:

<p>what they need to learn and to consolidate through practice:</p> <p>Archery equipment -To engage students in after school activities and offer a broad range of sports.</p>		<p>Engagement in clubs. Children showing an increased experience of a range of sports/ children partaking in competitive sports</p>	<p>£485</p>	<p>changed?:</p> <p>Few pupils engaged with after school clubs however lunchtime sessions had a higher up take. In these pupils enjoyed it and are learning the life long skill of losing as well as winning.</p>	<p>To plan a range of after school and lunchtime activities.</p>
<p>To offer tasters of alternative sports</p>	<p>Martial arts taster sessions</p>	<p>0</p>	<p>Pupils keen to join an after school club.</p>	<p>Offer an after school club in martial arts in the autumn term.</p>	
<p>Offer a wide range of sporting activities to give all pupils the opportunity to experience different types of physical activity.</p>	<p>PE subject leader to plan to offer a varied range of activities during the academic year to all year groups /Lunchtime activities to be planned to engage those pupils who are not able to attend after school clubs</p>	<p>£0</p>	<p>Pupils engage with a wide range of sporting activities and understand what they like and dislike.</p>	<p>Continue to offer different activities.</p>	
<p>Fund extra-curricular activities for pupils who may not be able to access events, visits or activities</p>	<p>Provide financial support to pupils who may not have opportunities because of family circumstances, for example, support to attend after school clubs, funding transport to events, outdoor residential centres and music lessons</p>	<p>£400</p>	<p>Enables all pupils to try different activities for example climbing, caving and abseiling.</p>	<p>Map opportunities for development.</p>	

Outdoor active learning in the Forest Schools area.	Pupils wellbeing is improved being outdoors and children learn to work together which leads to less behaviour issues	£10,775	Pupils have spoken about how being active in the outdoor area of the school helps them feel more in control of their feelings. Pupils have developed strong team work skills and thrived working with pupils they may not normally have success with.	Open this up to more pupils.
Build confidence and mental wellbeing of pupils as well as learning outdoor skills and team working				
Including resources needed				

Key indicator 5: Increased participation in competitive sport

Percentage of total allocation:				
20%				
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:	
Sports equipment to be maintained and refreshed as required - Subject leader, HLTA and teachers to ensure all equipment is used correctly and maintained, including equipment available at break times	All lessons have the appropriate resources available	Equipment available for all pupils to support lessons.	Review where there are current gaps.	
SSP membership - Provision of Events/Festivals & competitions as well as significant programme of CPD opportunities for all staff - including bespoke PE support for Subject leader and the School overall (Purchase amount includes paying forward for 2021-22 school year)	DATA Tools from SSP to track engagement / Staff audits around confidence and competence / Learning nutrition data / new sport experiences via SSP / participation data from SSP	Subject leader aware of staff strengths and weaknesses and can target support. Pupils have attended competitions and events.	New subject leader to understand the SSP offer and utilise as fully as possible with the staffing and transport limitations we have.	

<p>SSP membership - Provision of Events/Festivals & competitions as well as significant programme of CPD opportunities for all staff - including bespoke PE support for Subject leader and the School overall (Purchase amount includes paying forward for 2021-22 school year)</p>	<p>DATA Tools from SSP to track engagement / Staff audits around confidence and competence / Learning nutrition data / new sport experiences via SSP / participation data from SSP</p>	<p>£2850</p>	<p>Subject leader aware of staff strengths and weaknesses and can target support. Pupils have attended competitions and events.</p>	<p>New subject leader to understand the SSP offer and utilise as fully as possible with the staffing and transport limitations we have.</p>
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Head Teacher:	<i>Cheary</i>
Date:	22/7/22
Governor:	<i>Lehel Pad</i>
Date:	27 th JULY 2022