

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 [HERE](#).



Details with regard to funding

Please complete the table below.

Total amount carried over from 2019/20	£0.00
Total amount allocated for 2020/21	£16,950
How much (if any) do you intend to carry over from this total fund into 2021/22?	£0.00
Total amount allocated for 2021/22	£16,950
Total amount of funding for 2021/22. To be spent and reported on by 31st July 2022.	£16,950

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>	Not available due to Covid 19 and swimming pool closure
<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>	12%
<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>	0%
<p>What percentage of your current Year 6 cohort perform safe self-rescue in different water-based situations?</p>	0%
<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 but limited due to covid

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: 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 now do? What has changed?:	Sustainability and suggested next steps:
<p>All pupils to receive weekly P.E. sessions from trained school staff</p> <p>Appropriate equipment and resources to be accessible.</p>	<p>Timetabled hall and field, outdoor allocation. Curriculum led lessons but personalised and differentiated for each pupil needs.</p> <p>Active and calming breaks to be timetables into teaching day.</p> <p>New equipment purchased to increase participation from all pupils</p> <p>Including safety items- non slip mats, tumbling mat.</p>	<p>£5,500</p> <p>£3,000</p>	<p>Pupils engage in a range of activities due to specialised equipment.</p> <p>Wider range of sensory resources- more accessible to less physical pupils.</p> <p>Accessible outdoor areas allowing 'daily mile' (run) or alerting exercises and sessions can be done at 'anytime' of the day.</p> <p>Subscription to school sports membership gives access to '5 a day' site which enables physical and calming sessions at the whiteboard.</p>	<p>Equipment in hall needs replacing- climbing apparatus.</p>

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<p>To be active every day for at least 30 minutes with extra-curricular activities.</p> <p>To engage in extra- curricular activities.</p> <p>Physical activities provided: 5 a day, WUSU. Brain gym activities. Daily mile. Daily exercises. Sensory circuits. Field timetabled for activities including trim -track, outdoor gym, wide accessible tarmac path, bikes, scooters. Climbing apparatus, slide, wheelchair accessible roundabout, big swings. Structured outside time.</p>	<p>A teaching assistant in school set up active sessions which staff observed and some classes chose to incorporate into their class weekly sporting and P.E. provision. This sessions were shared on line during Lock Down.</p> <p>Specialised coaches and instructors employed. Staff observed lessons and sessions to develop their own professional development within these areas.</p> <p>Links and membership with 'School sports partnership'. This gives access and opportunities to a wealth of sports and activities on offer. Range of intra competitions accessed by a cohort of mixed KS1 and KS2 pupils. Access to sporting challenges as promoted by school sports staff emails, posters in staff room, attachments from 'school sports partnership; forwarded to staff. Equipment bought so pupils could engage and practice skills prior to these activities- footballs, dodge balls. Staff to promote engagement for all. Timetable into daily activities. Have visual posters around school promoting the activities.</p>	<p>£3,500</p> <p>£650</p> <p>£400</p>	<p>Pupils engaged in physical activity during lockdown. Joined in activities with their families</p> <p>More engagement from pupils in a wider range of sporting activities. 'Dance, yoga, rebound therapy, swimming hydro sessions Staff email feedback – kept in folders on shared drive school computer.</p> <p>Pupil assessment data</p>	<p>Continue to give access of sporting opportunities to all classes. Email staff and give information and feedback in weekly staff meetings, Friday morning, as appropriate.</p> <p>Continue to look at sporting activities on offer within the wider community- link with other 'Sovereign trust' academies- Manor, Longford Park.</p> <p>Update website more frequently with information develop links so school staff can put on information training, time and cost to consider. Ask parent/s to send in evidence for hall display of activities pupils participate in outside school time - positive impact mentally and physically</p>
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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:
				%
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 develop physical and gross motor skills. To enhance participation from all pupils to develop strength. Link physical activities and other curricular areas to progress pupils in a range of areas	Purchase equipment to motivate and engage pupils in gross motor and fine motor movements coloured, large materials, sensory based, visual enticing objects.	£2,000	Increased motivation from pupils seeing visuals and equipment used exactly as on the screen e.g. 'write dance /Scrambling' developing involvement.	Continue to review resources

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:
Outside coaches used to promote a range of sporting activities to enable pupil progress and specific skills in a range of sports. leading to 'competitions' being held within the school setting eg. Tri-golf, curling. Athletics	Staff to observe sessions and increase their confidence and knowledge.	£0.00 Part of membership	Staff identified increased confidence in appraisals Staff feedback. Photos, EFL assessment evidence- gross and fine motor skills. P.E. NC levels.	Look at more sessions to enable pupils to engage and develop further. Increase other learning dressing skills. Look at costs of more staff to assist in this area, split classes to gain more skills and progression.

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:
Additional achievements: Residential activities to build pupil confidence, independence and life skills through outdoor education	4/5 day residential to Bendorrig in the Lake District	£3,000	Pupil assessment data, pupil voice, parent voice	Ensure plans are in place to enable residential to take place at least annually

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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:
Football matches at M/Cr city	Developing links with other schools gave pupils more opportunity to engage in football matches.	£50.00	Pupils achieving a sense of achievement and engagement not just win or lose.	Increase activities and opportunities post covid

Signed off by	
Head Teacher:	Andrew Taylor
Date:	July 2021
Subject Leader:	
Date:	
Governor:	
Date:	