

# 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](#).





## Details with regard to funding

Please complete the table below.

Total amount carried over from 2019/20	£0
Total amount allocated for 2020/21	£17,720.00
How much (if any) do you intend to carry over from this total fund into 2021/22?	£1,509.84
Total amount allocated for 2021/22	£17,692.00
Total amount of funding for 2021/22. To be spent and reported on by 31st July 2022.	£19,201.84

## 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><b>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</b></p>	
<p>What percentage of your current Year 6 cohort swim competently, confidently and proficiently over a distance of at least 25 metres?</p> <p><b>N.B.</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>	73%
<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>	77%
<p><b>What percentage of your current Year 6 cohort perform safe self-rescue in different water-based situations?</b></p>	81%
<p>Schools can choose to use the Primary PE and sport premium to provide additional provision for swimming but this must be for activity <b>over and above</b> the national curriculum requirements. Have you used it in this way?</p>	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 the future.

Academic Year: 2021/22		Total fund allocated: £19,201.84		Date Updated: 21/04/22	
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					Percentage of total allocation:
					70%
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?:
Play and Lunchtimes provide exciting opportunities for all children to engage in active play that: <ul style="list-style-type: none"><li>Improves behaviour and reduces accidents and incidents.</li><li>Integrates play across age ranges, abilities and genders.</li><li>Utilises resources for positive classroom learning.</li><li>Improves children’s perceptions of the school day.</li><li>Leads to more motivated and confident staff.</li></ul>		Phase 1 of the purchase of Scrap Store Play Pods.		£11,562.97	Children are engaged in active play at lunchtime. More children are participating in activities across age ranges, abilities and genders.  Staff feel more confident during lunchtime and have meaningful interactions with the children.  Pupils reported they enjoyed ‘playing make believe with the soft toys and building with crates and bins’. They also said they ‘play with lots of other children that are not in my class’
					Sustainability and suggested next steps:
					Full launch began in October 2022 and will therefore be fully reviewed at the end of the 2022-23 academic year.  Behavioural accidents and incidents will be reviewed on Medi-Tracker.  Phase 2 cost for academic year 2022-23 = £9650. Partially funded by the PTA.  Ongoing yearly cost = £850

The EYFS outdoor area is able to be utilised for outdoor, active play in all weather.	£1,500 for the purchase of a large shed that children can use to engage in active, outdoor play throughout the day.	£1,518.00	Children are able to play outside in all weather. The shed has enabled us to provide more resources for the children, especially ones that need to be kept dry. Children able to develop their fine motor skills at the outside writing table and also their PSE and communication and language skills as they plan their activities, play and cooperate together and partake in dance and drama through music and role play accessories. It has made the outside space more engaging for the children therefore inspiring more to go outside and be physical.	General wear and tear.
<b>Key indicator 2: The profile of PESSPA being raised across the school as a tool for whole school improvement</b>				Percentage of total allocation:
				%0
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:

Key indicator 3: Increased confidence, knowledge and skills of all staff in teaching PE and 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:	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 build staff confidence and knowledge in the teaching of PE to ensure that lessons are of a high quality. CPD is focused on areas of the PE curriculum that staff feel less confident in as identified by staff voice questionnaires.	Qualified PE teacher from HSSP has taught alongside class teachers to upskill in the following areas: Y1 – Dance Y2 – Racquet Skills Y3 – Gymnastics Y4 – Gymnastics Y5 – Sports Leadership	£2,500	<p>The quality of teaching in Physical Education and Sport is raised: all staff have increased knowledge and can teach and assess high quality physical education in a range of activities appropriate to pupils' age groups.</p> <p>Teacher knowledge, skills and confidence to teach the whole child through physical education and school sport is increased. All staff can articulate how PE can contribute to a wider culture of learning across the school.</p> <p>Staff felt more confident when teaching dance with a wider range of activities and ideas for lesson structure.</p> <p>Staff felt confident within gymnastics and pupils in Y4 had great success at the school partnerships gymnastics event</p>	<p>Upcoming work on the curriculum opened new areas of development across the staff team, specifically gymnastics Muay Tai and Self-defence.</p> <p>New sports coach to under go Level 5 PE specialism award and dance training.</p>

CPD support for new PE Subject Leader to ensure PE continues to be well-led moving forwards and PE subject leader is confident to do so.	<p>The following courses are to be attended by PE Subject Leader</p> <ol style="list-style-type: none"> <li>1. Making the PE and Sport Premium Count – <i>(October)</i></li> <li>2. What OFSTED Expects of PE, What PE can Expect from OfSTED <i>(November)</i></li> <li>3. Training for New and In-Experienced PE Leaders in Primary Schools <i>(November)</i></li> </ol>	£135	<p>P.E lead is more informed across wide range of subject leader responsibilities.</p> <p>P.E lead able to review, monitor and amend current curriculum in order to build progressive, high quality teaching across the school.</p> <p>P.E lead felt more confident when allocating the sports premium and reporting on it.</p>	Review gaps for training within upcoming academic year.
To provide a high-quality PE lessons that are sequential and progressive in skills across year groups.	<p>The AfPE approved scheme <b>Primary PE Planning</b> has been purchased to support CPD development, and to provide teachers with high-quality curriculum to adapt for their classes consisting of individual lesson plans with in-built progression and videos.</p> <p>CPD provided by Primary PE Planning Staff to introduce class teachers to the new scheme of work and accompanying resources.</p>	<p>£497.50</p> <p>£300</p>	<p>Full launch began in September 2022 and will therefore be fully reviewed at the end of the 2022-23 academic year.</p> <p>Pupil engagement and performance across a range of inclusive activities is evident across all groups.</p> <p>Pupils value their learning in PE and speak positively about it.</p> <p>PE tracker tools is providing data</p>	<p>Full launch began in September 2022 and will therefore be fully reviewed at the end of the 2022-23 academic year.</p> <p>Ongoing yearly cost: £495</p>

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

Percentage of total allocation:

5%

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:

Children in target year groups are given the opportunity to participate in 'unusual' sports and activities that they wouldn't have normally come across within the curriculum.	HSSP-led PE sessions alongside class teacher introducing a range of new sports such as Quidditch.	£500	<p>Increased knowledge and confidence gained from these activities has increased pupils' confidence and self-esteem and enable them to participate in a wider range of sporting activities both at school.</p> <p>Developed pupils attitudes towards participation in sport and PE going forward with a positive view on a diverse range of sporting activities.</p>	N/A
Children across all year groups have access to a wider-range of new and exciting sports and activities within their PE lessons.	<p>The Primary PE Planning Scheme of Work has been purchased to support teachers to deliver new activities including:</p> <ol style="list-style-type: none"> <li>1. Muay Thai Kickboxing</li> <li>2. Yoga</li> <li>3. Competitive Dodgeball</li> <li>4. Self-Defence</li> </ol>	£497.50	Increased participation within wide range of diverse activities, which pupils would not often come across.	Full launch began in September 2022 and will therefore be fully reviewed at the end of the 2022-23 academic year.



Key indicator 5: Increased participation in competitive sport				Percentage of total allocation:
				5%
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:
Children across the school, with a particular focus on KS2, are able to participate in a full calendar of inter-school competitions covering a wide-range of sports.	HSSP Subscription to inter-school School Games competitions means that the following competitions have been attended: Tag Rugby (Y5/Y6) – October Girl’s Football (Y5/Y6) – November Multi-Skills Festival (Y1) – January Gymnastics Competition (Y3/Y4) – March Girl’s Football (Y5/Y6) – March Girl’s Netball (Y5) – March Girl’s Netball (Y6) – April Cross-Country (Y5/Y6) – April Girls Football – May Tri-Golf (Y3/Y4) – May Tennis Festival (Y3/Y4) – May Cricket (Y3/Y4) – July	£775	Increased participation opportunities in competitive sport for all years KS1 – KS2.  School spirit and morale increased with a school sports values certificate awarded to the Y5 girls football for determination.  Parents comments made suggested they were pleased with the access to competitive sports and the opportunities gives across the school.	New curriculum alignment with the HSSP events calendar.  Review pupils success and confidence at the end of the next academic year.  Create sports teams in preparation for local tournaments. Eg a school football team with weekly practise.
	Transport to tournaments to ensure all children can participate.	£167		

Signed off by	
Head Teacher:	Paul Baddeley
Date:	21.04.21
Subject Leader:	Alex Gordon / Lizzie Fabisz
Date:	21.04.22
Governor:	Alan Whittaker
Date:	05.05.22