

# 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](#).

Created by:



Supported by:



## Details with regard to funding

Please complete the table below.

Total amount carried over from 2019/20	£0
Total amount allocated for 2020/21	£17,140
How much (if any) do you intend to carry over from this total fund into 2021/22?	£0
Total amount allocated for 2021/22	£17,200
Total amount of funding for 2021/22. To be spent and reported on by 31st July 2022.	£17,200

## 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>	N/A
<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
<p><b>What percentage of your current Year 6 cohort perform safe self-rescue in different water-based situations?</b></p>	N/A
<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: £17,000	Date Updated: 20 <sup>th</sup> July 2021	
<b>Key indicator 1:</b> 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:
				17.6%
Intent	Implementation		Impact	Sustainability and suggested next steps:
To ensure our children are physically active for at least 30 minutes a day. Encourage a healthy lifestyle and positive attitude.	The children take part in our daily skip programme for 15 minutes a day. The children will be taught the skills to skip using a single rope and long rope. Skipping ropes will be replenished when worn. Long ropes purchased for each team.	£138	The children now have positive attitude towards skipping. The % of children who can now skip in each class has increased. In one team alone, 5% could skip in September. Now 80% of the class can now skip confidently using the big rope or the small rope. It is having an impact on children's mental health, teaching them about the importance of being physically active. The daily skipping challenge is developing children's resilience as the children are now showing determination to improve their own skills.	Daily Skip to continue F2-Y2 and skipping ropes to be replenished on an ongoing basis. Additional large skipping ropes to be purchased for class boxes and to add to playtime equipment.

To ensure our children are physically active for at least 30 minutes a day. Encourage a healthy lifestyle and positive attitude.	Replenish and improve the playground equipment for the children in their boxes.	£200	Stock has been replenished, stock has been put in the shed and a new audit of equipment will take place. The improved equipment is ensuring that the children are physically active during playtimes.	Replenish playtime equipment on an ongoing basis and at the beginning of each academic year as a minimum. Equipment to be stored in the pay shed rather than classroom boxes now COVID bubbles are no longer required.
To improve focused physical activity at lunchtimes.	To employ a focused play leader to teach the children how to play group games to raise their physical activity and support behaviour.	£3515	Reinforce further focused physical activity at lunchtimes. Promote a positive attitude to keeping physically active, it has also impacted on their attitudes to learning in the afternoon.	Play leader role to continue next academic year to promote good quality exercise and play.
<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: 34%
Intent	Implementation		Impact	Sustainability and suggested next steps:
To improve the physical fitness, balance and co-ordination of our children.	In the summer term, a skipping expert will work with our children to improve and extend their skills. This will enable them to develop their skills further on the playground.	£400	The children have developed their skills and the new handbook identifies the skipping skills and tricks. Children are performing some of these tricks and skills on the playground. Through developing this programme, the children are developing their co-ordination and fitness from a much younger age than previously monitored at our school.	Annual skipping event to be implemented each summer term to celebrate children's skipping achievements. Consideration to be given to involvement of parents and carers.

To develop children's gross motor and physical development	Develop equipment in early years to enhance physical development further and appropriately.	£4700	Through monitoring, it highlights our children's gross and fine motor skills are poor. Through investing in this equipment it has improved their gross motor skills and co-ordination which has impacted their fine motor skills.	Audit of current provision for EYFS physical development to be undertaken to identify gaps. Equipment to be purchased accordingly to plug gaps and/or further extend physical development opportunities.
--	---	-------	---	--

Key indicator 3: Increased confidence, knowledge and skills of all staff in teaching PE and sport				Percentage of total allocation:
				20.3%
Intent	Implementation		Impact	Sustainability and suggested
To improve our skipping programme.	Develop the skipping programme to ensure there are further exercises to support non-skippers and further challenges to develop the skills of children who can skip. CPD for staff to ensure the skipping programme is delivered effectively.	Subject leadership time CPD staff meeting	The skipping handbook has been updated as children were improving their skipping skills. The steps have been broken down to smaller steps and extended to give further challenge to those children who are competent skippers.	Daily skip to continue – CPD to be provided for new staff through induction and ongoing coaching for all staff.
To ensure staff are sufficiently equipped to deliver outstanding PE lessons.	Continue to develop REAL PE throughout school, ensure opportunities for observing lessons. Work with outside provider JH to support new staff and existing staff. Extend our programme further through REAL gymnastics and REAL play.	£3497	Staff have developed their knowledge of teaching REAL PE. New staff members have started their training online and this will have a positive impact on their teaching of REAL PE. Improving teacher subject knowledge has impacted the children's own knowledge and development. Pupil Interviews show that the children can explain the skills they are learning.	Expand use of REAL PE to include gymnastics and build on existing good practice in multiskills.  Ad hoc CPD sessions with JH to continue from September 2023 so momentum is sustained.
Key indicator 4: Broader experience of a range of sports and activities offered to all pupils				Percentage of total allocation:
				26.8%
Intent	Implementation		Impact	Sustainability and suggested next steps:



Broaden our children's experiences of sport. Develop their understanding of being healthy, ensure they understand being healthy also includes a healthy mind.	Employ a specialist yoga teacher to work with pupils to improve mental health and physical strength.	£1900	Not achieved	Source resources and CPD to enable this provision to be led by school staff. Include within after-school provision.
Broaden our children's experiences of sport. Develop their understanding of being healthy, ensure they understand being healthy also includes a healthy mind.	Employ a specialist dance teacher to work with pupils to improve their physical well-being and creativity.	£1725	Children receive quality dance lessons. The sequenced lessons, ensure the children meet the needs of the dance curriculum. The lessons teach the children to move with control and fluency. The children know how to perform effectively, observations show that they are developing a critical eye and can demonstrate how to improve their performance. The dance club has supported children further who show a particular interest in dance.	Dance provision to continue with a coach employed by the school. Expand the after-school dance club offer to include multiple year groups at once.
Improve athletic ability across the whole school.	To ensure athletics is taught effectively and to an outstanding level, develop an athletics programme. Ensure the appropriate equipment is available to improve throwing, catching and jumping skills.	£1725	An athletics sequence of learning has been developed. Equipment has been bought to ensure lessons are well taught and children's own subject knowledge has improved. The small steps, ensure that the skills are broken down to improve the children's development.	Athletics to continue with further training for staff. Consider holding a Maun athletics tournament across school as a sponsored event.

Key indicator 5: Increased participation in competitive sport				Percentage of total allocation:
				0.9%
Intent	Implementation		Impact	Sustainability and suggested next steps:
Broaden our children's experiences of competitive sport.	Continue our membership of Dukeries School partnership and access sporting festivals and activities.	£150	Due to COVID we were unable to participate.	Dukeries membership to continue to enable continued participation in community sporting events.

Signed off by	
Head Teacher:	
Date:	
Subject Leader:	Natasha McGaw
Date:	31 <sup>st</sup> July 2022
Governor:	
Date:	