

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](#).

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Details with regard to funding

Please complete the table below.

Total amount carried over from 2019/20	£ 0
Total amount allocated for 2020/21	£ 18,470
How much (if any) do you intend to carry over from this total fund into 2021/22?	£ 5, 596
Total amount allocated for 2021/22	£ 18,250
Total amount of funding for 2021/22. To be spent and reported on by 31st July 2022.	£ 23,846

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	36%
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	36%
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?	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:	Date Updated:	
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				Percentage of total allocation: %
Intent	Implementation		Impact	£12,840
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:
Investment in permanent, high quality playground equipment to encourage a greater level of independent play at break and dinner times.	ActivAll Contact ActivAll for installation date and site survey Book in and purchase Deliver Training to dinner staff and teachers Monitor and timetable use/competitions	£6,300	Engagement from pupils at dinner and lunch. Lower number of incidents of behaviour from pupils due to organised activity. Competitive side brought out for pupils at breaktimes. Reflex, speed and agility of pupils tested.	Deliver/ devise a time table of competitions – install a leader board. Will drive competition and engagement and provide further longevity.
	Playground Markings Contact THERMMARK installations for confirmed quote Book in and purchase Train playground leaders and dinner staff in the new games and delivering them to pupils in KS1 and LKS2	£4,200	Much higher engagement from all pupils in physical activity. Less stationary pupils during break and dinners with engagement in games and competitions with classes.	Train new sports leaders with games and activities from playground markings and create a timetable to develop ongoing competition format.

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	£2,350
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:
Purchase of Academy Staff uniform to raise the profile of PE in school with adults leading the way.	Collect Sizes from staff members Order from supplier Distribute among staff	£650	Profile raised amongst staff – competitive nature raised and importance of PE in school. Allowing all staff also further engaged non-teaching staff with PESSPA. Pupils see the importance of staff wearing proper kit and follow suit.	All new members of staff will be provided with kit – to be worn on PE days and for competition attendance. Complete kit to be funded in the future.
Purchase of an academy football kit for UKS2 football team. This is to include socks and shin pads.	Collate Pupil Numbers Order from supplier Distribute amongst pupils	£300	Pride taken when representing the school and ambition from younger pupils to join the school team.	Kit to be maintained and any damaged/missing kits to be ordered immediately.
Reintroduce sports star of the week award to be given to two pupils in KS2 and KS1 per week in assembly by the sports coach.	Introduce idea to sports coach Supply certificates Set aside time in assemblies	£printing costs	Pupils have seen that PE is given the same level of importance and celebrated at the same level as all other subjects in school.	Maintain going forwards and reinforce with new coaches.
TR programme as discussed in KPI 3.	See KPI 3	See KPI 3	Pupils see PESSPA as a tool for	Maintain going forwards and

			improvement. Sport is seen as a driver for change and inclusivity. Pupils understand what is expected with regards to inclusion, balance and fairness.	build capacity by starting the programme with lower year groups in order to have greater impact and longevity in changing pupil opinion.
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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	£360
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 staff to be enrolled on Coaching qualifications to further boost confidence and skills – this can be further disseminated amongst staff through staff meetings.	Wait for UEFA C qualification to be announced Book Staff on course	£ 360	Postponed until new qualification started.	Complete next year.
Team Teaching with PE Coach to continue to strengthen teaching skills in identified areas of weakness.	Staff questionnaire to identify weaknesses and areas of improvement Timetable slots with PE coach Review half termly	£ 0	Staff focus on individual learning goals which are reviewed as they team teach with sports coach. Staff motivation and knowledge increased continuously.	Rolling timetable with staff to ensure that any gaps in knowledge are constantly covered.
Totally runnable programme led	Timetable meetings and			

through school. Pupils to engage with closing the gender gap and boy's fairness workshops. Staff to further work on closing the gap and developing excitement around sport for all.	workshops. Timetable classes.	£5999	<p>Large increase in the percentage of female pupils engaging within sport and PESSPA during break and dinners.</p> <p>Girls being willing to challenge boys and stand their ground to participate in PESSPA.</p> <p>Girls gaining confidence to engage in organised sport and competitive activities in school.</p> <p>Teachers awareness of gender and sport/ negative messages and connotations challenged and developed. Wording/ vocabulary used will further develop and nurture females in sport at intake.</p>	<p>Build in capacity by using the programme to develop pupils lower in school – more impact throughout the years and more effective Sports leaders/ role models through school who have been through the training.</p> <p>Develop fair play/gender equality policy for sport and use as a tool for new teaching and driving forward the active lifestyle agenda.</p>
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:

Have sports enrichment days each term to share new and different sports with pupils – encourage local teams and clubs to run sessions to build elite pathways outside of school.	Use school sports council to develop ideas. Launch themes for each term Invite outside clubs in early to increase participation.	£ Free	Pupils access more sports and are therefore more likely to engage outside of school. Clubs and associations highlighted to parents through texts and newsletters enabling a pathway for pupils to engage with elite sports.	Continue to develop and nurture new links with clubs to ensure activity from all pupils. Sign post this to parents in correspondence and on the school website.
Purchase of further equipment to deliver new sports and competition pathways.	Order and receive equipment Plan training Deliver sessions to pupils throughout the school internal competition calendar.	£500	Pupils have engaged with new sports in the internal competition calendar. Archery, Boccia, and tri golf have been intergrated into the school plan as well as orienteering and other OOA. Pupils become more engaged and proactive in seeking games etc at break and dinner and devising own actiivites.	Further develop the timetable of clubs and competitions around pupils tastes and keep introducing a small number of sports and reintroducing through intra-school competitions.

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:
Develop school football team in Year 6 to begin with as a way to show achievement and a pathway for younger pupils.	ASC to begin Teachers to receive UEFA qualification Successes shared within assemblies Competitions to be arranged with local schools and within the trust when covid allows.	£0	School football team running with the confidence, respect and skills of year 6 players dramatically improved. Pupils have seen y6 girls competing in a male dominated sport and acted as role models to engage further with younger pupils. Year 6 pupils proud to represent school and share their triumphs with the rest of school, becoming role models for younger children.	Maintain momentum for the following year beginning early and running into year 5 to build capacity for the following year without starting fresh again in 6.
Participate in all of the academies inter school competitions throughout the year, linking in with the curriculum to further chances of succeeding.	PE coach to lead activities to develop and support practice for competitions Coaches to be booked Staff released to attend events	£0 Transport costs paid for centrally by Astrea	All competitions that were run were attended by at least 1 team. Pupils were engaged in sports they were unfamiliar through prior training and have developed links with clubs outside of school.	Maintain and foster pupils skills to drive towards elite pathways in club participation. Maintain links with clubs to send pupils in the direction on nurture skills and passions.
Develop school elite teams in order to participate in the Astrea Olympics at the end of the academic year to represent the rest of the school and compete with others.	PE coach to lead activities to develop and support practice for competitions Gifted and talented pupils to access and participate in lunchtime clubs to nurture and challenge skills.	£0 Transport costs paid for centrally by Astrea	Coach led sessions before competitions to upskill pupils. Pupils attended competitions ready to participate with an increased finishing point in the competitions	Develop those pupils and engage them with the sports leaders program in school to further nurture their abilities and skill within the PESSPA role.

Achieve bronze in school games categories by taking part in virtual competitions throughout the pandemic situation and any face to face opportunities we have.	Coaches to be booked Staff released to attend events		attended. Far more successes across the year.	
	PE lead to complete all paperwork and ensure criteria is achieved. PE lead to book onto any suitable competitions and make arrangements for virtual competitions within school.	£0 Transport costs paid for centrally by Astrea	Bronze achieved – very close to silver. Capacity built for the future with understanding of completing application.	Plan and aim for gold for the following year.
Ensure half termly intra school competitions are held to enable all pupils to participate in competitive sport and experience winning and losing.	PE Lead and PE Coach to work together to ensure that classes are able to compete against themselves and one another every half term in order to further promote competition in school.	£0 Transport costs paid for centrally by Astrea	Pupils more resilient and active within competitions. Allows all pupils to join in with a competition outside of timetabled lessons. All pupils have that understanding of competition and are allowed to develop skills and resilience.	Maintain the competition schedule for the following year.

Signed off by	
Head Teacher:	
Date:	
Subject Leader:	M.Geaney
Date:	30.11.21
Governor:	
Date:	