

Evidencing the impact of the Primary PE and sport premium

Website Reporting Tool

Revised July 2021

Commissioned by



Department
for Education

Created by



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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 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 2020/21	£5,411.00
Total amount allocated for 2021/22	£16,423.00
Total amount of funding for 2021/22. To be spent and reported on by 31st July 2022	£21,834.00

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	72%
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	72%
What percentage of your current Year 6 cohort perform safe self-rescue in different water-based situations?	72%
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				
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:
Increase the additional opportunities for children to engage in vigorous physical activity during the school day, through structured lunch and playtime activities. Encourage all children to participate in regular physical activity at home, by raising the awareness of the importance of a healthy and active lifestyle.	Lunch time clubs are delivered by sports coaches who engage the children in multiple different games and activities to promote a more active break/lunchtime. Pupils in KS2 support the games delivered, so they can be replicated throughout the week.	JB Sports total £9300	Pupils regularly attend the lunch time clubs when delivered by either sports coaches, or their peers. Pupils have shown good responsibility and leadership skills when replicating the games. The clubs have been an effective way of integrating different year groups, as well as offering the additional opportunity for all pupils to access physical activity.	Use physical activity trackers in school to identify children who may benefit from additional activity, and ensure they access the clubs at lunch times. Continue to invest in equipment and training to aid the delivery of engaging lunch time activities.
Introduce physical activity to other areas of the curriculum to offer as much activity as possible for pupils within their school day.	Introduction of Maths on the Move physically active learning programme for pupils across the school. Pupils receive support with their Maths through active learning outdoors, or in the hall. All aspects of the lesson include physical activity.	£800	MOTM programme allows pupils progress to be tracked to evidence impact on learning, and improvement on performance. It has also allowed pupils to access more physical activity in their school day, without impacting on other curriculum requirements.	Continue with the programme during the next academic year, and explore other physically active learning programmes for the pupils.

Key indicator 2: The profile of PESSPA being raised across the school as a tool for whole school improvement				
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:
Improve the breadth, quality and diversity of the PE curriculum that is delivered to the children during weekly PE lessons and the wider curriculum.	JB's Sports Coaching creates a LTP to ensure the children experience all areas of the PE curriculum within their PE lessons.	Included in JB Sports total allocation above	Effective planning ensures the pupils experience a broad PE curriculum. This keeps all pupils engaged in PE lessons at schools. All aspects of the PE curriculum are delivered.	New LTP will be created to ensure children experience new sports and opportunities and avoid repetition.
Ensure high quality lesson delivery, which is differentiated accordingly to meet the needs of all pupils in the class.	Lesson delivery is of high quality, and follows the curriculum maps, and schemes of work that align with the aforementioned LTP for PE. Suitable considerations are made in planning to ensure all aspects of the curriculum are offered to the pupils, despite the constraints of the rural location and space available.	Included in JB Sports total allocation above	Children enjoy and value their PE lessons and consistently achieve lesson objectives.	Continue working partnership with JB's Sports Coaching.
Assess pupil performance in PE to emphasise the importance of tracking progress and attainment.	JB's Sports Coaching provide assessments on the pupils across all areas of the PE curriculum. All assessment is linked to the LTP and curriculum maps.	Included in JB Sports total allocation above	Assessment emphasises the importance placed on PE as a subject, but also allows the coaches/teachers to track the progress of individuals week by week.	Continue with pupil assessment for PE.

New equipment and suitable storage purchased to offer greater variety and quality to all aspects of curriculum PE delivery, as well as lunchtime and after school clubs.	Full equipment audit conducted, and new equipment purchased accordingly. New equipment has allowed children to experience new games and activities in clubs, at lunchtimes, and during enrichment sessions. The new equipment has also offered more variety to support differentiation in curriculum PE delivery.	Equipment £2250 Two new storage sheds £4200	Higher quality, new equipment has improved the quality of the delivery, as well as the experience for the children.	Take annual equipment audit, and replace and update equipment as required.
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Key indicator 3: Increased confidence, knowledge and skills of all staff in teaching PE and sport				
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:
Improve the staff's knowledge, planning and delivery of PE across all areas of the PE curriculum. This will ensure high quality PE can be replicated by teaching staff to create a sustainable model for primary PE delivery.	Staff are present and support with the PE delivery in school, including the assessment process of the children. Subject specific learning maps and progression of skills documents are available to all staff. The planning, learning maps, and assessment process is discussed with all staff in a subject specific meeting with advisors from JB's Sports Coaching Ltd.	Included in JB Sports total allocation above Included in JB Sports total allocation above	Having staff present in the lessons allows them to see what a high quality PE lesson should look like so they can replicate it in future. The planning resources allow teachers to deliver with confidence. Assisting with the assessment of pupils improves subject knowledge and raises awareness of the expectations of children.	Continue with the delivery model during PE lessons delivered by specialist coaches.

Key indicator 4: Broader experience of a range of sports and activities offered to all pupils				
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:
Provide opportunities for children to access sports and activities that they may not get the opportunity outside of school due to their rural location, and limited club links.	After school sports clubs are provided twice a week. Different sports, games and activities are included in the clubs to provide children with the opportunity to access sports that wouldn't be covered in the curriculum PE delivery.	Included in JB Sports total allocation above	The clubs are well attended, and have proved very popular with pupils across both key stages. New equipment has allowed the children to enjoy more new activities and clubs.	After school clubs will be included within the PE offer for the 22/23 academic year, and a pupil voice will be conducted across the whole school to identify clubs of particular interest.
Purchase new equipment that can be used to offer variety and new experiences for the pupils.	Equipment purchased is used in the after school clubs, lunchtime clubs, and enrichment opportunities.	Included above	Children thoroughly enjoy the opportunity to try new sports and activities whilst at school.	Research and purchase more equipment to continue to offer new experiences and variety for the pupils.
Safety checks completed by reputable provider to ensure outdoor play areas and equipment are safe, and fit for purpose.	Safety audit on outdoor play equipment ensures the children can enjoy the equipment at break times .	£80	Outdoor play equipment is popular with pupils of all ages.	Check annually.

Support and involve the least active children by providing targeted activities, and running or extending school sports.	Bikeability sessions for Y5 and Y6 children	£1250	Y5 Y6 to attend 'Bikeability' sessions to improve road safety and cycling.	Developing life skills.
	Run outdoor P.E. sessions and a whole school sports day each summer including ground preparation work and lane painting	£2050	Children thoroughly enjoy the opportunity to try new sports and activities whilst at school.	Research and purchase more equipment to continue to offer new experiences and variety for the pupils.
	Transportation	£1880		

Key indicator 5: Increased participation in competitive sport				
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:
Broaden the experience of the pupils and offer competitive sport against other local schools.	Fixtures organised throughout the year against other rural primary schools to provide opportunity for the children to compete in competitive sport.		Children enjoyed the experience, and were able to participate in competitive sport.	Create a similar competition calendar during the next academic year to offer pupils competitive fixtures against other schools.

Signed off by	
Head Teacher:	LD/BM
Date:	21/07/22
Subject Leader:	LS
Date:	21/07/22
Governor:	SB
Date:	21/07/22