

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	£16,153
How much (if any) do you intend to carry over from this total fund into 2021/22?	£5,065
Total amount allocated for 2021/22	£15,248
Total amount of funding for 2021/22. To be spent and reported on by 31st July 2022.	£20,313

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>	<p>We ensure all pupils swim weekly throughout the year. We work collaboratively with a local school to facilitate this.</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>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>	<p>33%</p>
<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>	<p>33%</p>
<p>What percentage of your current Year 6 cohort perform safe self-rescue in different water-based situations?</p>	<p>33%</p>
<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>	<p>Yes – all pupils swim weekly, not just for the NC 6 week block.</p>

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:	
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:
				56 %
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 ensure all pupils receive at least 30 minutes of physical activity a day, in a variety of different ways.	<ul style="list-style-type: none"> Complete a daily mile. Breaktime activities which are staff led to promote physical activity Lunchtime activities which are staff led to promote physical activity. Development of a Play project, which will incorporate physical activity as part of its core purpose. Development of the Forest School Programme in school – focus in part on the physical activity content. Swim lessons for all pupils 	£6,000	<ul style="list-style-type: none"> Every child (and staff member) started off walking the daily mile. As the year has progressed some now run it together, some still walk. It is used as a social activity as well as a physical activity and impacts on well-being. It now takes less time to complete the mile as everyone is fitter and pupils do not complain about their participation. Clear activities in which all pupils engage. Facilitates exercise as well as social skills and turn taking. Break and lunchtimes are more harmonious as a result. 	<ul style="list-style-type: none"> This is easily sustainable and has been formally written into the timetable to facilitate it. The next step will be to extend the mile – to a daily 15 minutes, with no reference to distance travelled. Ensure that the structured break and lunchtime plan is followed and is varied throughout the year, to reflect weather and sport specific seasons. Play Project was trialled with Y3 and 4 – proposal to extend it to the other year groups. Play shed to be

			<ul style="list-style-type: none"> The Play Project has made a huge impact on the young people. As a special school, where social skills are often lacking, this has engaged the young people in active play, to include turn taking, make believe activities, boisterous 'fun' play. It is all outdoors so they can freely run and climb, which in turn increases physical activity. Forest Schools has been placed on timetable so all pupils have the opportunity to be part of outdoor learning, play and activity. It is a very popular lesson and engagement is at 100%. We were unable to facilitate swimming this year due to Covid pandemic. 	<p>purchased so we can safely store all materials and toys.</p> <ul style="list-style-type: none"> Whilst this is a sustainable activity, we need to ensure that the resources needed are budgeted for and that staff are trained to ensure all health and safety is in place. Restart swimming as soon as is possible.
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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:

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:

		£		
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Key indicator 3: Increased confidence, knowledge and skills of all staff in teaching PE and sport	Percentage of total allocation:
	6 %

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:
That all staff are trained to be able to deliver the Play Project and Forest Schools.	<ul style="list-style-type: none"> Staff receive training on Play Project delivery and on Forest Schools 	£1,000	<ul style="list-style-type: none"> Pupils are confident in the activities, directly correlating to the confidence of the member of staff delivering the lesson. 	<ul style="list-style-type: none"> Ensure that all staff have had appropriate training at the start of the year. Source additional training as needed throughout the year.

Key indicator 4: Broader experience of a range of sports and activities offered to all pupils	Percentage of total allocation:
	31%

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:
That our pupils experience at least three new sports throughout the year, taught by a specialist coach alongside their existing PE teacher.	<ul style="list-style-type: none"> That we source and deliver at least three new sports throughout the year, to extend pupils range of 	£5,000	<ul style="list-style-type: none"> Due to the Covid pandemic this did not happen and will be rolled forward. 	<ul style="list-style-type: none"> This will be revisited next year

	experiences.			
Additional achievements:		£		

Key indicator 5: Increased participation in competitive sport				Percentage of total allocation:
				7 %
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:
Enable our pupils to be able to take part in small scale competitive sports with the LA and the Engage network, of which we are a key partner.	<ul style="list-style-type: none"> Source a range of competitive opportunities for our pupils, where they can be successful to include socialisation skills 	£1,065	<ul style="list-style-type: none"> Due to the Covid pandemic this did not happen and will be rolled forward. 	<ul style="list-style-type: none"> This will be revisited next year

Signed off by	
Head Teacher:	Tania Craig
Date:	20.09.2021
Subject Leader:	Joe Lee
Date:	20.09.2021
Governor:	Donna Portingale
Date:	20.09.2021