

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	£
Total amount allocated for 2020/21	£16,860
How much (if any) do you intend to carry over from this total fund into 2021/22?	£19,639
Total amount allocated for 2021/22	£16,870
Total amount of funding for 2021/22. To be spent and reported on by 31st July 2022.	£36,509

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>During 2020/21 the children did not go swimming due to the pandemic - pools in the local areas were all closed to schools</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>It has not been possible to assess this for pupils at the end of 202/21</p>
<p>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</p>	<p>It has not been possible to assess this for pupils at the end of 202/21</p>
<p>What percentage of your current Year 6 cohort perform safe self-rescue in different water-based situations?</p>	<p>It has not been possible to assess this for pupils at the end of 202/21</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>No</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: 2021/22		Total fund allocated: £36,509	Date Updated: January 2022	
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: 45%
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:
<ul style="list-style-type: none"> Further develop the capacity of staff (inc MTAs) to deepen the breadth of sporting activities provided for all children during playtimes Sporting role models and champions to provide a wider range of physical activities to develop a passion for sport and exercise through delivery of special days/activities and clubs (gymnastics, dance, yoga) Ensure physical exercise and education is child lead by providing opportunities for school council to suggest games and equipment to use during lessons and during lunch time play Greater emphasis on early intervention in EY/KS1 to develop positive attitudes to sport, health and exercise 	<ul style="list-style-type: none"> PE Coordinator/Coach to provide support for staff (particularly MTAs) to lead physical activity at break/lunch PE coordinator to plan for children to participate in during school/ Visits/ PE Coordinator/Coach to develop a programme of CPD/support for staff to ensure high-quality play activities Resources are accessible to all children every lunch-time and play-time and during PE lessons which are taught by teachers and additional adults Ensure larger quantity of pupil voice to inform purchasing of new equipment and playground resources Coaches/Staff to identify and target children who are reluctant to 	£ Sporting Role model visits to school - Skipping Day - Dance Playground Equipment & games Clubs and activity subsidy for 'vulnerable' children	<ul style="list-style-type: none"> All staff are trained in how to engage children in physical activities during morning and lunchtime play A wide range of sporting activities are offered at playtimes to ensure that all children are active for more than 30 minutes a day Pupil voice shows that the majority of children partake in team games such as football, basketball, team games -led by trained support staff and other pupils during playtime and lunchtime play Sports coaches are strong role models for all children modelling the impact of regular physical activity for the children 	

	participate in physical activity during sessions <ul style="list-style-type: none"> Fund places in clubs for children with low exposure to cultural capital 			
Key indicator 2: The profile of PESSPA being raised across the school as a tool for whole school improvement				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:
<ul style="list-style-type: none"> Upcoming sports events to be discussed in school assemblies to generate excitement around future sporting competitions Increase parental engagement and develop a positive attitude to physical education and wellbeing Class teachers to continue to recognise sporting achievement during the weekly celebration assembly, linked to the value of the week e.g. resilience to raise the profile of PE linked to lifelong learning. Celebrations communicated via school's newsletter, website and Twitter account to raise profile. Celebration of children's achievements from outside school to be shared in CW/Newsletters etc 	<ul style="list-style-type: none"> Dedicated section in Friday Celebration assembly to promote upcoming sporting events and to celebrate sporting achievements Tweets, photos on newsletter and website of all sporting events Use of technology in year 5 and 6 to analyse technique and principles of specific sports Photo gallery to be established of sporting activities etc that children have participated in – displayed around the school Purchase of Celebration boards/ trophies / medals etc 	£ Medals Trophy Frames etc	<ul style="list-style-type: none"> Parental feedback highlights an understanding of the importance of the PE curriculum Pupil and parent voice indicate awareness of sporting achievements Pupil voice illustrates a breath of experiences that children have been involved in 	

Key indicator 3: Increased confidence, knowledge and skills of all staff in teaching PE and sport				Percentage of total allocation:
				10%
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:
<ul style="list-style-type: none"> ● PE coordinator & coach to develop a skills audit to identify teachers with a secure understanding of the PE curriculum and teachers who will require support ● PE coordinator & coach to design and run staff CPD for staff to upskill teaching staff ● Greater emphasis on PE coaches supporting during PE lessons <u>taught by teachers</u> and TAs through team teaching 	<ul style="list-style-type: none"> ● Coordinator/Coach to design a skills audit to gain a baseline understanding of teachers' knowledge of the PE curriculum - ascertain gaps in knowledge and plan CPD ● Expert professional development sourced to develop coordinator skills and expertise ● PE Coordinator to provide further support and team teaching for staff as requested and monitor delivery of session 2 PE (without Coach present) 	<p>£</p> <p>Release time for coordinator</p> <p>Course – PE coordinator</p>	<ul style="list-style-type: none"> ● All staff deliver high quality PE lessons which challenge children of different levels and encourage the development of whole school values ● Teaching assistants, teachers and MTAs have a better understanding of how to support and encourage pupils to engage in physical activity during morning and afternoon play 	
Key indicator 4: Broader experience of a range of sports and activities offered to all pupils				Percentage of total allocation:
				35%
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:

<ul style="list-style-type: none"> ● Offer a wider range of activities both within and outside the curriculum in order to get more pupils involved such as: swimming, dance, climbing, water sports etc ● Track and monitor participation in sports clubs and events building in a termly review (reported at LGB) and a list of leadership actions for the upcoming term ● Introduce a wider range of wellbeing and physical activities at lunchtime such as those that support mindfulness and wellbeing ● Increase participation of pupils with identified SEND in physical activity by ensuring coaches are aware of needs and how to adapt lessons to provide for these needs 	<ul style="list-style-type: none"> ● Audit of PE equipment by coordinator, to find out what resources we have and need at school ● Sourcing expert coaching for sessions in school (eg Dodge ball/ tag rugby/ tennis etc) ● Weekly SAINTs coaches providing 1 session/week/class ● Order and install appropriate storage for extensive equipment in limited space ● PE Coordinator/coaches and SLT to monitor delivery of lunchtime and afterschool clubs ● Create a database of all events entered and all pupils attended and target provision at those who may not have participated 	<p>£</p> <p>SAINTS sessions</p> <p>£7000</p> <p>Storage</p> <p>Clubs</p> <p>Days out</p> <ul style="list-style-type: none"> - Haven Banks - Exmouth - Haldon - Clip n Climb - Climbing Wall 	<ul style="list-style-type: none"> ● Pupil and parent voice shows that the children enjoy participating in a wide range of activities during playtime and afterschool ● A higher number of children across the whole participating in physical activities after school. 	
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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:
<ul style="list-style-type: none"> ● Expand range of activities available as extra-curricular clubs to encourage pupils to more involved. ● Signpost families to opportunities outside of school to engage in further activities. ● Sportswear developed to encourage participation and the profile of sport within the school. (wear team kits etc) ● Explore opportunities for fixtures with other schools 	<ul style="list-style-type: none"> Enter local competitions and events Develop a close partnership with local sports clubs to ensure pupils have access to competitive activities outside of school hours Publication through school's communication of additional physical activities available e.g. Forest Schools and Summer camps 	£ Transport Kit	<ul style="list-style-type: none"> ● Pupil and parent voice demonstrates positive impact about the range and quality of sporting activities and clubs on offer ● A strong range of competitive sports events is sustainably booked, and a model created for replication across the year 	

Signed off by	
Head Teacher:	Francesca Brinicombe
Date:	January 2022
Subject Leader:	Thomas Brooks
Date:	