





Evidencing the impact of the Primary PE and sport premium

Website Reporting Tool

Revised July 2021

Commissioned by

Department for Education

Created by

association for Physical Education

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** improvementsto 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.

Pleasevisitgov.ukfortherevisedDfEguidanceincludingthe5keyindicatorsacrosswhichschoolsshoulddemonstrate animprovement.Thisdocumentwillhelpyoutoreviewyourprovisionandtoreportyourspend.DfEencouragesschools 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: association for Physical Education | Active Partnerships | YOUTH SPORT TRUST

Supported by: SPORT ENGLAND LOTTERY FUNDED | UK COACHING | UK active

Details with regard to funding

Please complete the table below.

Total amount carried over from 2019/20	£0
Total amount allocated for 2020/21	£16670
How much (if any) do you intend to carry over from this total fund into 2021/22?	£0
Total amount allocated for 2021/22	£16,500
Total amount of funding for 2021/22. To be spent and reported on by 31st July 2022.	£16,500

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**	6 pupils 86% (2019 cohort)
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	6 pupils 86% (2019 cohort)
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	6 pupils 86% (2019 cohort)
What percentage of your current Year 6 cohort perform safe self-rescue in different water-based situations?	%
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 all 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: 69%
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:
Ensuring all children are exercising daily Improving the quality of PE offered so enjoyment is enhanced Increasing involvement in formal sports	All children have access to 2 hours of high-quality PE per week. 'On side Sports Coaches' support the teaching of PE throughout the school Lunch Time Supervisor to introduce sports activities at lunchtimes: Marathon Club, football. Sports Coaches from 'on side coaching 'to provide after school football club to all pupils. Playground markings installed to support physical activities (hop-scotch, jumping, netball court, etc.) during school lunchtime Swimming lessons for all children Dance lessons for nursery children	£10000 £1500	Pupils are active every day. Pupils' concentration and coordination are improved Pupils have good mental health and enjoy learning because they have endorphins to make them feel good about themselves.	Young Sports Leaders appointed and trained to act as role models.

Key indicator 2: The profile of PESSPA being raised across the school as a tool for whole school improvement				Percentage of total allocation: 9%
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 inspire achievement in sport at any level To provide pupils with self-esteem, confidence and belief	Reception Children are assessed at the beginning of the year and at the end of the year. All other year groups are assessed at the end of the year using OTrack A programme of activities is planned and delivered; this includes Forest Schools. Employ Specialist Sports coaches to deliver PE in KS1 and KS2. Healthy lifestyle themed assemblies (healthy heart; healthy eating; regular exercise) promote good health. Good mental health assemblies (how to cope with worries; exercise; sleep; healthy eating) promote well-being Science and PSHE lessons focus on drugs, alcohol and smoking. PSHE lessons focus on healthy relationships and healthy lifestyle. American football training for a member of staff	£1000 £600	All staff are engaged with the PE vision. Percentage of pupils who enjoy P.E. increases. Pupils' self-esteem, confidence and belief improves.	Continue to investigate further opportunities for PE activities

Key indicator 3: Increased confidence, knowledge and skills of all staff in teaching PE and sport				Percentage of total allocation: 16%
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:
Increased knowledge, confidence and skills of all staff in the teaching of PE and sport.	Curriculum resources purchased to ensure a consistent approach and equip teachers to deliver PE lessons. CPD provided to all staff PE Subject Leader to support the development of PE teaching across the school (Mentoring).	£1600 £1000	Staff feel satisfied that qualified sports coaches are teaching the children PE.	Development of a PE Team to include: SLT, PE subject leader, Mid-Day Supervisor, Afterschool club leader and Young Sports Leaders.
Key indicator 4: Broader experience of a range of sports and activities offered to all pupils				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: Young Sports Leaders, supported by Mid-Day Supervisors, deliver active lunchtimes which include personal challenge zones, skipping, balances and active mile.

Broader experience of a range of sports and activities offered to all pupils.	House Competitions timetabled throughout the year. PE Subject Manager CPD and release time to review long term plan for PE provision to ensure pupils have opportunity to participate in all elements of the curriculum. A wide range of sports are offered: dodge ball, swimming, football, hockey, netball, rounders, American football, outdoor and adventurous activities (residential)	£1000	A wide variety of regular and varied sports were experienced by a range of pupils.	

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:
Continue to develop the children's involvement in local sport tournaments by increasing the number and variety of sports and varying the children who compete	Intra-school competitions involving KS1 and KS2 Virtual interschool competitions for KS2			Opportunity to use MAT minibus to transport children to competitions

Signed off by	
Head Teacher:	
Date:	
Subject Leader:	
Date:	
Governor:	
Date:	