

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 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](#).



Details with regard to funding

Please complete the table below.

Total amount carried over from 2020/2021	£0
Total amount allocated for 2020/21	£19,590
How much (if any) do you intend to carry over from this total fund into 2021/22?	£0
Total amount of funding for 2021/22. To be spent and reported on by 31st July 2022.	£19,280

Swimming Data

Please report on your Swimming Data below.

<p>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</p>	
<p>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 2021. Please see note above</p>	53%
<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>	53%
<p>What percentage of your current Year 6 cohort perform safe self-rescue in different water-based situations?</p>	95%
<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>	Yes – Catch up lessons

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: £19,280		Date Updated: July 2022		
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: 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?:		
<p>PE HLTA employed to increase the number of pupils engaged in active play and lunch times to improve health and fitness of pupils in the academy.</p> <p>Daily Mile sessions to take place across the academy in order for pupils to have scheduled daily activity.</p> <p>Active travelling to and from school to be encouraged in order to maximise possibilities for children to be active – Link to walk to school week.</p>	<p>PE HLTA setting up engaging activities for pupils to participate in during play and lunch, including weekly challenges.</p> <p>PE HLTA in Breakfast Buddies and After-School Club to support active starts to the day.</p> <p>Pupil Parliament discussed the activities they want to engage with at break/lunch.</p> <p>Competitions and personal targets to be set for pupils linked to the activities.</p> <p>Assemblies run to educate pupils on health benefits of 30 minutes exercise daily as part of a balanced and healthy lifestyle</p> <p>TAs to be allocated to certain activities and training provided where needed.</p>		<p>Sports HLTA: £1,591.97</p> <p>Equipment for playground: £412.63</p>	<p>Adult-led stations set up on the playground/field for breaks for all classes. New equipment provided.</p> <p>PE HLTA leading nurture/ intervention for children identified as least active and those in need of physical activity/ movement breaks.</p> <p>Activities encouraging competition and personal challenge observed in learning visits and in break/lunch.</p> <p>Assemblies engaging pupils in competitions and challenges as well as activities during break and lunch.</p> <p>Staff and pupil training and assemblies on using climbing equipment</p> <p>Gym apparatus and climbing equipment observed in learning</p>		<p>Sustainability and suggested next steps:</p> <p>PE HLTA to continue to support pupils during break and lunch, and set up adult-led stations. This will lead to increased confidence in staff and ensure active play and lunch times can continue in the future – focus on key areas of support for individual teachers.</p> <p>More regular competitions and activities to be launched.</p> <p>Continued identification of children requiring support to support children to live more healthy and active lifestyles – resources for healthy lifestyles to be purchased.</p> <p>Sports leader roles to be further promoted across the whole academy with more opportunities to plan, lead and officiate – Play Leader training?</p>

	Classes given allocated slots within the timetable for daily mile sessions. Daily Mile course/track. Walk-to-school and Cycle/Scooter to school weeks to place a focus on active travel for pupils and parents. Install and upkeep areas available for cycle and scooter parking		visits being used safely and to give pupils additional movement time. All pupils engaged in daily mile sessions on a daily basis. Targeted weeks saw a 18% increase in children taking part in active travel. Children commented on feeling “prepped for best” and “calm when I arrive”.	More regular monitoring and focus on active travel to increase numbers and promote healthy lifestyles and mental well-being – WOW Walk to School Challenge initiative.
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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: 16%
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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?:
PE Lead to assess the strengths and weaknesses and plan for how use PE for whole school improvement. Inter-class events to celebrate the end of a term, increase exposure to competitive events and raise profile of PESSPA in the academy. Increased exposure to sport and active lifestyles. Sports Leaders assigned and Pupil Parliament to take active role in organising and running events within the school.	Sports Coach to run weekly sessions with classes – 10 classes each term. PE Lead to have dedicated time out of class to observe PE and work with teachers on planning. PE Lead to monitor PE through observations, lesson visits and drop-ins. Inter-class events to be held on a termly basis. Books purchased for each year group based on age and expectations for the year group.	Sports Coach: £2,387.96 PE Lead Cover: £637.01 Books: £140.44	Children exposed to a broader range of sports and activities – capture the flag, American football, boccia. Confidence of pupils and staff observed as being high in learning visits and observations. Pupils able to explain what new skills and knowledge they have gained when asked by staff in the school and visitors. Healthy Schools resources purchased. Display in hall and assemblies carried out.
			Sustainability and suggested next steps: Children and staff exposed to a broader range of sports and activities – CPD opportunities for active learning could be beneficial. Staff knowledge and confidence improving across the curriculum – sports coach to continue next year in order for this to continue – pupil outcomes improving. PE Lead to continue to assess regularly in order to maintain standards and support staff. Regular awards/rewards to be introduced to raise the profile of PESSPA within the academy e.g.

				termly PE award or break time challenges. PE display to be regularly updated with achievements and upcoming events to encourage further participation.
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Key indicator 3: Increased confidence, knowledge and skills of all staff in teaching PE and sport				Percentage of total allocation:
				42%
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:
Sports Coach to model lessons, team teach and observe class teachers in order to increase confidence, knowledge and skills of staff. Cricket Coach to lead sessions alongside class teachers to increase confidence, knowledge and skills of staff. CPD opportunities to further staff confidence, knowledge and skills.	10 different classes to work alongside sports coach each term. Combination of observations, team teaching and being observed in order to increase confidence, knowledge and skills. Staff audit sent out by PE Lead assessing areas teachers would like support. CPD provided in areas with greatest need. Cluster SSCO to support teaching of PE across the academy.	Sports Coach: £8,692.04 Resources: £100	Pupil outcomes continuing to improve throughout the academy as seen in observations and learning visits. Children discussing new knowledge and skills confidently with adults from within our academy and visitors. CPD provided for staff where required. Whole school staff CPD provided.	Staff knowledge and confidence improving across the curriculum – sports coach and support from SSCO to continue next year in order for this to continue – pupil outcomes improving. Continue to look for further opportunities for staff to work alongside specialist coaches. Further opportunities for CPD? Real PE? Another staff audit to be carried out, in order to offer further CPD where needed.
Key indicator 4: Broader experience of a range of sports and activities offered to all pupils				Percentage of total allocation:
				20%
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:
<p>Access to high quality resources for PE sessions and during play.</p> <p>A broad range of sports and activities offered after school (when restrictions allow)</p> <p>Additional achievements:</p> <p>Reached county finals of cricket competition.</p> <p>Successful in football tournaments entered.</p> <p>Inclusive sports, such as Boccia, introduced</p> <p>Challenges at break and lunch encouraging children to be active at break/lunch and to strive to beat personal bests.</p> <p>Swimming catch-up sessions for sessions missed during pandemic</p>	<p>Staff to notify PE Lead of any resources required for the year or of any resources which are broken/need replacing – order replacements.</p> <p>After-school clubs and extra-curricular events offered to a wide range of pupils.</p>	<p>Sports coach and after-school clubs: £2387.95</p> <p>Swimming: £1430</p>	<p>Resources consistently replenished throughout the year, which enabled children to experience and range of sports and activities, and high quality lessons to be taught.</p> <p>After school clubs and extra-curricular opportunities provided to over 60 pupils, and further children engaged in breakfast and after-school clubs.</p>	<p>PE Lead to look for opportunities to make links with local sports clubs and advertise in school – taster days could potentially be offered using premium money to facilitate?</p> <p>PE Lead to invest in resources for more new sport activities, which meet the needs of our curriculum.</p> <p>Could we use budget next year to support any individuals not yet able to swim confidently?</p>

				Percentage of total allocation:
				8%
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 enter an increased number of pupils to compete in a range of competitive sports. More pupils accessing and competing in sport competitions.	Membership to St Leonards Academy, Hastings and Rother School Games Partnership (HRSGP) Enter Cluster competitions. Use sports teacher to train pupils competing before the event at lunchtime. Time to Dance entered and children to learn routine in after-school club.	Cluster: £1500	Member of the partnership and regularly competed in events run – some for all pupils in the academy. Children able to be competitive in events, particularly where sports coach provided training.	Continue to be part of St Leonards Academy, Hastings and Rother School Games Partnership (HRSGP) Continue to enter a range of competitions with cluster. Sports teacher to continue to train pupils before events. Look for further opportunities to increase participation in competitive sport.

Total amount allocated for 2021/22	£19,280
Total amount spent for 2021/22	£19,280
Total amount left	£0

Signed off by	
Head Teacher:	CAROLINE THAYRE
Date:	July 2022