

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	£4593
Total amount allocated for 2020/21	£17,741
How much (if any) do you intend to carry over from this total fund into 2021/22?	£6,495
Total amount allocated for 2021/22	£17,749
Total amount of funding for 2021/22. To be spent and reported on by 31st July 2022.	£24, 244

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	25/29
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	86%
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	86%
What percentage of your current Year 6 cohort perform safe self-rescue in different water-based situations?	86%
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: £24,244		Date Updated: July 22	
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:
					26% 6247.41
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?:
- High quality PE Schemes for PE and dance taught by teaching staff for a minimum of 2 hours a week -Ensure our high quality PE and school sport offer develops competent and confident movers with the aim of inspiring lifelong participation in physical activity -Structured extra-curricular activities – playtime PE equipment available, out of school sports clubs, lunch time provision with Sports Coach, Y6 sports leaders. -Educate children in the value and benefits of a healthy active lifestyle - Use active lessons to increase physical activity levels and learning		-Through PE lessons and sport, ensure our children understand the role of movement in the development of their own physical literacy, fitness and well-being. - Embed the PE curriculum to ensure lessons are progressive and build on previous skills taught to widen the children’s knowledge - Develop action plan - Purchase Resources - Train sports leaders and adult leaders - Lead assemblies on importance of physical activity - Encourage use of initiatives such as the ‘Daily Mile’ in ALL year groups at least once per week -WOW Walk To School Challenge and Active School projects		£624 PE Passport and PE Conference Sport leader CPD training £3573.41 Resources and new equipment £2050 After School Clubs	Increase in pupil participation for extracurricular activities. High class participation with Sports Leaders/Sports Coach by the end of the year. Increase in pupils accessing sport

-Promote active learning opportunities so children participate in at least 30 minutes of physical activity a day in school time				
Key indicator 2: The profile of PESSPA being raised across the school as a tool for whole school improvement				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:
<ul style="list-style-type: none"> - Use PE and sport to enable the development of life skills that are transferred to other curriculum areas, wider school and beyond. - Ensure PE and school sport is visible in the school (assemblies, notice boards, school website, local press, pupil reward, social media and recognition of pupils) - Use PE and sport to develop the whole person including thinking, social and personal skills? - Use PE teaching to aid fine and gross motor skill development? - Clear assessment structure in place to highlight key areas of strength and areas to improve. - Use sporting role models used to engage and raise achievement? 	<ul style="list-style-type: none"> -SMSC – Our vision for PE and school sport is developed to reflect contribution to SMSC. - Employment of sports coaches - Continue to develop and use whole school plans and assessment. - New subscription of PE Scheme (PE Passport) purchased to use throughout school in all key stages including FS -Additional equipment purchased to support the teaching of specific skills or sports (Tri golf equipment, specific batting tees for cricket) - All stars cricket and Chance to shine cricket coaches taught in school to give children specific teaching and upskill staff -Celebrate national/global sporting events within school (assemblies/classrooms) -Assemblies to celebrate individual and teams' successes -Sporting successes to be shared on Twitter with local community 	£	<ul style="list-style-type: none"> -Assessment systems used termly -Y5/Y6 qualified in Sports Leaders who also deliver to EYFS pupils. -Frequent sporting assemblies/achievements shared with community through Twitter/newsletter. -Teachers/Pupils enjoying PE lessons and teaching/learning to a high quality. 	<ul style="list-style-type: none"> Monitoring of assessment from PE lead. Monitoring on the delivery of PE lessons by PE Lead. Monitoring of pupil engagement/learning behaviours in PE lessons by PE Lead. Whole school approach of teaching/delivery of PE. Continue to celebrate pupils' success in celebration assemblies/Twitter/newsletters.

<ul style="list-style-type: none"> - High quality PE lessons delivered during curriculum time. - Monitoring use of schemes and whole school PE coverage to ensure children are taught a range of progressive skills -Monitoring and celebrating of pupils competing outside of schools at high level for clubs. -Develop our outdoor environment to encourage children to be active at all breaks/ lunch times and for active breaks between lessons to improve wellbeing -Forest school developed giving children a chance to experience OAA activities 	<ul style="list-style-type: none"> -Sports day trophy/ awards in place -Assessment system in place to track strengths/improvements to develop % achieving ARE and GD. -PE Merit awarded per class at the end of the year 			
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Key indicator 3: Increased confidence, knowledge and skills of all staff in teaching PE and sport				Percentage of total allocation:
				25% £6181
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"> - Raise the quality of learning and teaching in PE and school sport by providing support to deliver broad, balanced and inclusive high quality PE and school sport provision (within and beyond the curriculum) to raise pupils' attainment. - To encourage coaches employed to deliver the PE curriculum, to increasingly involve teaching staff supporting lessons - <i>to increase their confidence in delivery</i> 	<ul style="list-style-type: none"> -Use specialist coaches and providers for staff training to increase the knowledge and confidence of staff in delivering PE. - Purchase quality assured resources to support teachers and support staff. - PE lead/sports coaches used to help upskill teachers through modelling lessons, team teaching, help with planning and observations. Classes 	<ul style="list-style-type: none"> £3000 Sport leader role £1206 6 days management cover time 	<ul style="list-style-type: none"> Staff confidence increasing in the delivery of PE and Dance. Increase in % of children in KS1 and KS2 reaching ARE or GD. Evidence of structure of PE lessons from PE lead learning walks Improved pupil and staff voice results 	<ul style="list-style-type: none"> Continuous cycle of staff CPD available PE Lead to plan and undertake observations to ensure high quality teaching of PE.

<p>of the subject.</p> <ul style="list-style-type: none"> - 1:1 lesson observations to monitor staff effectiveness and confidence - Questionnaire to monitor pupil and staff attitudes towards progression in PE - Review staff confidence and competence in delivering high quality PE and school sport and allocate staff to upcoming CPD opportunities - Employ sport leader role at lunch time 	<p>rotated to ensure all teachers benefit from coaches expertise</p> <p>PE subject lead to provide CPD/updates on the teaching of PE for staff throughout staff meetings</p> <p>-All teaching staff to follow the curriculum plan to embed and develop prior learning/identify areas of improvement/areas of strength.</p> <p>-Full subscription to PE Passport</p>	<p>£1975 Sport Leader TLR</p> <p>0.5FTE</p>		
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Key indicator 4: Broader experience of a range of sports and activities offered to all pupils				Percentage of total allocation:
				23% £5643

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>Additional achievements:</p> <ul style="list-style-type: none"> - Provide opportunities to take part in a diverse range of school sport through extra-curricular clubs, competitions and events. - Continue to offer additional extra-curricular opportunities for all pupils to take part in physical activity and sport - Providing additional links to Community Sports Clubs - Children participate in festivals/tournaments held through PSP. - Increase opportunities for KS1 children - Carefully select outside providers and ensure they understand our vision for school sport and that the opportunities they offer contribute to that vision. 	<ul style="list-style-type: none"> - Provide opportunities for children with SEND, the least confident and the least active to attend exciting, varied and a new range of activities through the school sport partnership. - Employ sports coaches to provide age and stage appropriate extra-curricular sporting opportunities and to improve sports skills in children through increased opportunities in school - To keep the website up-to-date with range of clubs currently on offer (changeable throughout the year) - Children to attend the extra-curricular clubs. 	<p>£580 Transport to events</p> <p>£1685 Sports events</p>	<p>100% pupils completing bike ability.</p> <p>100% pupils attending lunch time provision with sports coach throughout each half term – promoted by teachers</p> <p>100% participating of golden mile 1 time a week by all year groups.</p> <p>Sporting assemblies to promoting local clubs/sports.</p>	<ul style="list-style-type: none"> - Scotty's heroes to provide an after school club from September 2022. - Children to be entered in more county finals if successful from local finals from September 2022 after developing links with SGO

<ul style="list-style-type: none"> - Enrichment activities provided 1 x per half term for example 'Bear Gryll's Night' offered to Key Stage 2 children - Links developed with Scotty's Heroes to provide a range of team building activities and enrichment to children - Children attended county finals in Leeds for cricket in July 2022. <p>2 x Cricket sessions provided for all children from FS2-Y6 in the Summer Term.</p> <p>Continue to develop relationships with community coaches so a broad and wide range of activities can be offered to all age groups.</p> <p>All Year 5 pupils to participate in Bike ability during Spring Term</p> <p>-Footie Stars offer extended to Year 1 pupils</p> <p>Slide reported in 20-21 but actual expenditure was in 21-22</p>	<ul style="list-style-type: none"> - School to enter children into sporting festivals/ competitions. - Links made with coaches and outside clubs – tennis/ cricket / rugby/football/hockey - Equipment continues to provide opportunities during break and lunchtimes. 			
		£3378		

Key indicator 5: Increased participation in competitive sport				Percentage of total allocation:
				%
Intent	Implementation		Impact	
<p>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:</p>	<p>Make sure your actions to achieve are linked to your intentions:</p>	<p>Funding allocated:</p>	<p>Evidence of impact: what do pupils now know and what can they now do? What has changed?:</p>	<p>Sustainability and suggested next steps:</p>
<ul style="list-style-type: none"> - Provide opportunities for all children to challenge themselves through both intra and inter school sport where the children's motivation, competence and confidence are at the centre of the competition and the focus is on the process rather than the outcome. - Increased participation in School Games competitions. - Providing opportunities for children with SEND, the least active and the least confident to attend competitions and events. - Enter external events to give pupils the opportunity to compete against other schools - Investigate further use of virtual inter house competitions/ children leading own events Develop strong links with local schools through sporting competitions Develop opportunities for inclusive competitions for SEN pupils to participate in inter and intra Provide a fully inclusive sports day for all pupils. 	<ul style="list-style-type: none"> - Engage more staff/ parents/ volunteers and young leaders to support attendance at competitions. - Use external coaches to run competitions to increase pupils' participation. - Identify a set number of competitions/events to provide transport to. - Ensure pupils get opportunity to take part in local competitive leagues, tournaments and festivals. - Regular (termly), intra-house sports competitions for pupils across different sports. - To develop links with external agencies in the community to ensure more pupils participate in community clubs outside of school 		<ul style="list-style-type: none"> - Increased percentage of children participating in inter and intra competitions. - Develop confident children when competing against class members/other schools. - Pupils competing to semi-finals /finals levels in sporting competitions. - Wide range of inclusive sporting provisions/competitions/ Sports day provided. 	<ul style="list-style-type: none"> - Review attendance data and identify children for appropriate opportunities. - Continue to attend events half termly meetings to help shape the offer to ensure it is appropriate for our pupils and of the highest quality. - Further widen opportunities for pupils to take part in competitive sporting events - Investigate further use of virtual inter house competitions/ children leading own events <p>Improve percentage of events attended across the cluster</p> <p>Monitor the high level of sporting competitions attended</p> <ul style="list-style-type: none"> • Monitor high achieving pupils in sport across the school

Signed off by	
Head Teacher:	R Hurding
Date:	14.7.22
Subject Leader:	N Cook
Date:	13.7.2022
Governor:	M Farnsworth
Date:	14.7.22