

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 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 2021/22	Nil
Total amount allocated for 2021/22	£21,400.
How much (if any) do you intend to carry over from this total fund into 2022/23?	Nil
Total amount allocated for 2022/23	£21,400. (Predicted figure)
Total amount of funding for 2022/23. To be spent and reported on by 31st July 2023.	

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>	Not obtained under previous leadership
<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>	Not obtained under previous leadership
<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>	Not obtained under previous leadership
<p>What percentage of your current Year 6 cohort perform safe self-rescue in different water-based situations?</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>	Yes/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: 2022/2021		Total fund allocated: £21,400.		Date Updated: September 2022	
<p>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</p>					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:
Increase opportunities for pupils to take part in extra-curricular physical activity during the school week.	<ul style="list-style-type: none"> Balance-ability to continue as a Year 1 activity and form part of transition from EYFS. Extra-curricular clubs to be planned and offered by teaching staff and outside providers – giving children opportunity to embed skills they are learning in PE lessons, to be active and take part in competitions. Subject lead to source outside school contacts to provide clubs/extra-curricular activities: eg cricket PE Lead to track Clubs participation. 		<p>£2500</p> <p>Outside provider costs up to £2000 per term x3 = £6000</p> <p>TA first aid support for clubs - £500</p>	<p>Intended:</p> <ul style="list-style-type: none"> Year 1 children will develop fundamental skills as well as a life-long skill. Children will transition well into Year 1 with confidence. All children will have opportunity to take part in extra-curricular activities, increase activity levels and opportunities. Lunchtimes will provide children with opportunities to be active and improve wellbeing. Cross-curricular activities will allow children to increase activity across a school week, whilst developing a range of skills. <p>Impact:</p> <ul style="list-style-type: none"> 	<ul style="list-style-type: none">

<p>Develop a range of activities and physical activity opportunities during lunchtimes.</p>	<ul style="list-style-type: none"> • Use of cross-curricular physical activity : Active Maths and Literacy. • A range of Lunchtimes activities and sports across all year groups to support 60 minute per day activity (30 in school). • PE lead to audit and replenish a range of resourcing to support playtime activity. • Subject lead to obtain pupil voice for clubs & physical activity. • Outside provider to offer structured sports club 1x afternoon per week. 	<p>£975</p> <p>£2000</p> <p>Costed above.</p>		
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Invest in top-up opportunities for swimming to ensure the number of children in Year 6 that are proficient swimmers is increased.	<ul style="list-style-type: none"> • PE to liaise with local swimming baths to establish availability for y6 to receive lessons at some pint this academic year. • Subject Lead to book transport. • Subject Lead to track and gather data on all classes swimming. 	£500	<p><u>Intended:</u></p> <ul style="list-style-type: none"> • <i>Increase in the percentage/proportion of children leaving year 6 with the national requirements for swimming and a key life skill.</i> 	<ul style="list-style-type: none"> •
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 dopupils now know and what can they now do? What has changed?:	Sustainability and suggestednext steps:

<p>Develop a range of activities and physical activity opportunities during lunchtimes to support pupils re-engagement and focus in lessons during the afternoon.</p>	<ul style="list-style-type: none"> • A range of Lunchtimes activities and sports across all year groups to support 60 minute per day activity (30 in school). • PE lead to audit and replenish a range of resourcing to support playtime activity. • Outside provider to offer structured sports club 1x afternoon per week. 	<p>Costed above</p>	<p><u>Intended:</u> <i>Pupils engage in purposeful play and physical activities during lunch times that focuses their energy and develops their SEMH skills.</i></p> <p><i>Minimal learning time is lost for pupils as they engage in learning during the afternoons.</i></p>	<ul style="list-style-type: none"> •
<p>Develop use of physical activity opportunities as a motivational tool for learning and an incentive/reward facilitated within the development of new school behaviour policy.</p>	<ul style="list-style-type: none"> • PE lead to obtain on Pupil voice to inform the development of this intent. • PE to research and liaise with outside providers to explore and establish opportunities that could be offered. • Use of cross-curricular physical activity : Active Maths and Literacy. • Develop use of house captains to develop an active role in regular meetings with PE Lead and leading competitions within school. 	<p>Costed above</p> <p>Costed above</p>	<p><u>Intended:</u> <i>Progress is made towards School Improvement Priority 3 – “Ensuring consistent promotion of positive behaviour and attitudes of pupils. “</i></p> <p><i>Pupils, including most vulnerable groups, engagement positively with Maths and English curriculum and have opportunity to embed and revisit previously taught skills.</i></p>	<ul style="list-style-type: none"> •
<p>Provide opportunity for sensory circuits to support pupils with identified SEND needs</p>	<ul style="list-style-type: none"> • PE lead, in collaboration with the SENCO to research available resources to support the facilitation and implementation of sensory circuits. • Trust Inclusion lead to support implementation and monitor the 	<p>£500</p> <p>Trust Inclusion Lead costing. 1x day per week.</p>	<p><u>Intended:</u> <i>Sensory circuit provision supports pupils with identified SEND needs are able to re-engage with learning promptly.</i></p> <p><i>Pupils develop self-regulation as a result of sensory circuit provision.</i></p>	<ul style="list-style-type: none"> •

	impact upon pupils with SEND, alongside school SENCo			
School attendance raises to meet national averages - 96%	<ul style="list-style-type: none"> PE Lead to sustain the offer of after school clubs across the week support children's enthusiasm to come to school and impact positively on pupil well-being. PE lead conduct pupil voice to obtain children's preferred choice of clubs, after school activities and enhanced experiences. PE lead to act on Pupil voice findings. 		<p>Intended: School attendance to meet national averages.</p> <p>Children to be enthused to come to school through the curriculum and widening opportunities they access.</p>	•

Key indicator 3: Increased confidence, knowledge and skills of all staff in teaching PE and 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:

<p>Gymnastics focus CPD (Highlighted as focus area required based upon monitoring of PE last academic year.)</p>	<ul style="list-style-type: none"> • PE Lead liaise with outside provider to develop a curriculum for gymnastics teaching. • Identified staff to complete levels 1 and 3. • Subject lead to complete monitoring to ensure staff are engaged and to monitor the impact of CPD. • 	<p>£6100</p>	<p><u>Intended:</u></p> <ul style="list-style-type: none"> • Upskilled staff ensure that gymnastics is taught progressively across year groups. • Children will gain a wider breadth of experiences and skills. • Staff will develop and use training and skills across the curriculum – such as differentiation. <p><u>Impact:</u></p> <ul style="list-style-type: none"> • 	<ul style="list-style-type: none"> •
<p>CPD opportunities provided that are responsive to staff need across school.</p>	<ul style="list-style-type: none"> • PE lead to create and request teaching staff complete a PE knowledge and skills audit to establish priority areas. • PE lead to collate and share findings from staff skills audit. • PE lead to work alongside other Trust PE leads to develop own confidence and understanding of effective PE provision. • PE Lead to collaborate with Trust Leads to provide CPD for staff. 	<p>PE Lead release time where needed.</p>	<p><u>Intended:</u></p> <ul style="list-style-type: none"> • Staff gain skills and knowledge in order to deliver PE skills and sports confidently. • Staff are confident to differentiate lessons to enable all children to access the skills being taught and make at least expected progress. <p><u>Impact:</u></p> <ul style="list-style-type: none"> • 	
<p>CPD and development of leadership skills for newly appointed PE Co-ordinator.</p>	<ul style="list-style-type: none"> • Head to organise Trust support for PE lead. • PE to attend termly Trust PE network meetings. • 		<p><u>Intended:</u></p> <p>PE lead develops secure knowledge of effective PE provision. PE lead develops leadership skills and confidence in order to develop staff skills and confidence in teaching of PE.</p>	<ul style="list-style-type: none"> •
<p>Key indicator 4: Broader experience of a range of sports and activities offered to all pupils</p>				<p>Percentage of total allocation:</p>

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>
<p>Increase opportunities for pupils to take part in extra-curricular physical activity during the school week.</p> <p>Develop a range of activities and</p>	<ul style="list-style-type: none"> • Balance-ability to continue as a Year 1 activity and form part of transition from EYFS. • Extra-curricular clubs to be planned and offered by teaching staff and outside providers – giving children opportunity to embed skills they are learning in PE lessons, to be active and take part in competitions. • Subject lead to source outside school contacts to provide clubs/extra-curricular activities: eg cricket • PE Lead to track Clubs participation. • Use of cross-curricular physical activity : Active Maths and Literacy. • A range of Lunchtimes activities and sports across all year groups to support 60 minute per day activity (30 in school). 	<p>Costed above</p> <p>Costed above Including RBGYM day cost.</p>	<p><u>Intended:</u></p> <ul style="list-style-type: none"> • <i>Year 1 children will develop fundamental skills as well as a life-long skill. Children will transition well into Year 1 with confidence.</i> • <i>All children will have opportunity to take part in extra-curricular activities, increase activity levels and opportunities.</i> • <i>Lunchtimes will provide children with opportunities to be active and improve wellbeing.</i> • <i>Cross-curricular activities will allow children to increase activity across a school week, whilst developing a range of skills.</i> <p><u>Impact:</u></p> <ul style="list-style-type: none"> • 	<ul style="list-style-type: none"> •

<p>physical activity opportunities during lunchtimes.</p>	<ul style="list-style-type: none"> • PE lead to audit and replenish a range of resourcing to support playtime activity. • Subject lead to obtain pupil voice for clubs & physical activity. • Outside provider to offer structured sports club 1x afternoon per week. 			
<p>School Games Mark – to maintain Platinum Mark</p>	<ul style="list-style-type: none"> • Subject lead to sign up to School Games competitions and use of calendar. Subject lead to Liaise with Trust PE coordinators to arrange inter-mat competitions. • PE Lead to coordinate travel – cost/booking/availability. • PE Lead to liaise with other local schools to establish and develop understanding of local competition. • Develop use of house captains to develop an active role in regular meetings with PE Lead and leading competitions within school. • Subject Lead to complete website construction and use to publicise events and inform parents. • PE lead to audit equipment and purchase resources required 	<p>Approx. £650.00</p>	<p><i>Intended:</i></p> <ul style="list-style-type: none"> • <i>Participation in clubs is sustained, meeting the Platinum School Games Mark criteria</i> • <i>Regular attendance at competitions, including B teams.</i> • <i>School House Captains taking an active leadership role.</i> • . • 	

<p>Cross-curricular lessons using PE and being activity to support other areas of learning.</p>	<ul style="list-style-type: none"> • Active Maths and Active English timetabled weekly to support children’s retention and application of skills and knowledge. • PE lead to monitor engagement and impact. • PE lead to liaise with Maths and English leads to ensure high quality implementation. 	<p>Costed above</p> <p>-</p> <p>-</p>	<p><i>Intended:</i></p> <ul style="list-style-type: none"> • <i>Physical activity supports pupils across school to engage in learning, apply and retain/recall previously taught skills</i> • <i>Children to show high levels of engagement .</i> 	
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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:
School Games Mark – to maintain Platinum	<ul style="list-style-type: none"> • Subject lead to sign up to School Games competitions and use of calendar. Subject lead to Liaise with Trust PE coordinators to arrange inter-mat competitions. • PE Lead to coordinate travel – cost/booking/availability. • PE Lead to liaise with other local schools to establish and develop understanding of local competition. • Develop use of house captains to develop an active role in regular meetings with PE Lead and leading competitions within school. • Subject Lead to complete website construction and use to publicise events and inform parents. • PE lead to audit equipment and purchase resources required. 		<p>Intended:</p> <ul style="list-style-type: none"> • <i>Participation in clubs is sustained, meeting the Platinum School Games Mark criteria</i> • <i>Regular attendance at competitions,</i> • <i>School House Captains taking an active leadership role.</i> <p>Impact:</p>	<ul style="list-style-type: none"> •

Academy Trust competitions	<ul style="list-style-type: none"> • PE Lead to liaise with other trust schools to organise and hold competition events across the year. • PE Lead to attend Trust Network meeting and work with other trust schools to map range of events and host schools. 		<p><u>Intended:</u></p> <ul style="list-style-type: none"> • <i>Children will be able to take part in wider community sporting events.</i> • <i>Children will take part in a greater number of competitions – allowing them to take part in a range of experiences and develop life skills such as working as a team.</i> <p><u>Impact:</u></p> <ul style="list-style-type: none"> • 	<ul style="list-style-type: none"> •
School competition	<ul style="list-style-type: none"> • PE Lead to plan Sports days and whole school competitions throughout the year. • PE lead to plan introduce personal best charts for chosen lunchtime sports and activities. • PE lead to plan competitive event linked to national and international sporting competitions. 		<p><u>Intended:</u></p> <ul style="list-style-type: none"> • <i>Children to take part in competitions across the year as well as working towards personal best goals.</i> • <i>Children will evidence their personal best/scores.</i> • <i>Children will take part in a greater number of competitions – allowing them to take part in a range of experiences and develop life skills such as working as a team.</i> <p><u>Impact:</u></p> <ul style="list-style-type: none"> • 	<ul style="list-style-type: none"> •

Signed off by	
Head Teacher:	
Date:	
Subject Leader:	

Created by:



Supported by:



Date:	
Governor:	
Date:	