

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](#)

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Key Achievements	Areas for further improvement and baseline evidence of need:
<ul style="list-style-type: none"> ● All children in year 2 attended swimming lessons and achieved a badge for their achievements. ● All children from EYFS to Year 2 participate in 2 PE lessons a week. ● Team teaching sessions with the Sports Specialist have provided staff with opportunities to develop their subject knowledge and assessment skills. ● Increased participation of pupil premium attending PE clubs. ● A broad skills based curriculum that targets all 6 stands of PE. ● All children from reception to year 2 attended an outdoor education day. ● Participation in local cross country competition. ● More active playtimes have been established. 	<ul style="list-style-type: none"> ● More opportunities for children to participate in physical exercise through opportunities for 'Wake up, Shake Up' and daily mile. ● More opportunities for inter-school competitions/ celebrations of work. ● PE lead to support staff with planning for new year groups. ● Improve staffs confidence when assessing PE in order to improve outcomes for children through formative and summative assessment.

Total amount carried over from 2019/20	£3361
Total amount allocated for 2021/22	£22456
How much (if any) do you intend to carry over from this total fund into 2022/23?	£0
Total amount allocated for 2022/23	£TBC
Total amount of funding for 2021/22. To be spent and reported on by 31st July 2023.	£TBC

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>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>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>	%
<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: 2020/21		Total fund allocated:	Date Updated:	
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:
				%
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 provide children with accessible equipment across the school to support engagement at playtimes.	Order equipment. PE equipment monitors (6 children) trained on how to look after equipment including storage.	£7434	<p>The new equipment has been used by children in all year groups. Children have been taught how to look after the equipment, increasing its longevity. Children are able to use equipment collaboratively and the older children are able to demonstrate how to use the equipment correctly.</p> <p>“I like being an equipment monitor because it means that we can look after the stuff we play with.”- year 2 child</p> <p>“I make sure it goes straight back in the box that I got it out of.”- year 2 child</p>	PE equipment monitors are responsible for looking after the equipment, including ensuring that they are correctly stored.

To provide/ replace existing gymnastics equipment.			<p>“The children are able to play so much better together. It’s lovely to see children in year two teaching the children in reception how to play.” MDS</p> <p>A greater opportunity for participation in gymnastics lessons. Increased engagement in the area which was supported by the gymnastics celebration.</p>	All equipment will be stored in the PE store correctly to ensure longevity.
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:
To provide pupils with a swimming/water skills award system as they progress up the school from when they start to when they leave the school. This award system will be suited to all abilities and each award is differentiated into targets suitable to all.	Order certificates from swimming provider.	included in the price of swimming	This boosted children’s motivations and confidence in the water. They were able to achieve a recognised swimming badge.	

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:
Employment of specialist PE teacher to delivery PE and work alongside classroom teachers to deliver and support PE in school. The specialist teacher will work alongside the new to role PE Lead, focusing on assessment and skills progression. The specialist PE teacher will also work alongside our NQT to upskill and improve subject knowledge.	Specialist teacher will offer weekly team teaching sessions for all teachers. He will provide team sessions which will focus on planning a sequence of lessons including how to assess PE effectively.	£10, 300	This has been essential for staff in gaining confidence using the new PE Progression of Skills document. This has also supported staff who are now working in a new year group through providing them with a clearer understanding of the years curriculum. Children are receiving more in depth skills based learning. “This has helped me when changing year group. I feel more confident now that I have a good understanding on the year group expectations.” -Class Teacher	These opportunities will continue to upskill staff and offer opportunities for CPD.
PE Coordinator (SENCO) to attend the ‘Inclusion in PE’ course held by North Yorkshire.	This will provide practical learning opportunities for how all children can access the PE curriculum through differentiated outcomes/ equipment.	£25	Information disseminated to all staff. Inclusion is added to the progression of skills for PE.	PE lesson drop ins will be used to ensure that this learning.

Key indicator 4: Broader experience of a range of sports and activities offered to all pupils				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>Additional achievements:</p> <p>We will continue to provide Swimming lessons for all KS1 pupils. Being a coastal school with a large number of pupils unable to access swimming locally, children need to develop water confidence and competence in early swimming skills. With swimming not being recognised on the KS1 curriculum, we see this as offering a broader range of activities.</p>	<p>Arrange times and dates to visit, Book slots. Arrange travel. Inform teachers and parents of information. Share new swimming awards with staff and pupils. Look at content and delivery. Invite governor to visit swimming. Hire of Swimming coach and life guard.</p>	<p>£1809 pool hire</p>	<p>All year 2 children will have the skills needed to stay safe and swim in water. All year 2 children have achieved either their 5 or 10 metre award. All children have gained confidence in the water and made good progression from their starting point.</p> <p>“Swimming was the best thing this year!”- year 2 child</p> <p>“I was so scared when we first got in the pool but now I got my 5m badge.”</p>	<p>These children will leave our school in Summer. They will take this life long skill to support them throughout their life. Children will also have more confidence when swimming around the coast.</p> <p>“I went swimming in the sea last week. I remembered to keep my bum up so I didn’t sink.”</p>
Transport to and from swimming.	as above	£4250	as above	

Key indicator 5: Increased participation in competitive sport				Percentage of total allocation:
				%0
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:
Gymnastics celebration. All children participated in the gymnastics celebration raising the profile of PE in school.	Children will perform a short routine applying their learning from the gymnastics topic.	£0	Children gained confidence performing in front of parents. They developed their perseverance skills. “I loved performing in front of my grown-ups”- year 1 child “I liked it when everyone clapped when I did my forwards roll”- Reception child	This will be a yearly celebration.

Signed off by	
Head Teacher:	Mrs Angela Clark 
Date:	22.7.22
Subject Leader:	J Williams
Date:	21.7.22
Governor:	C Wilson
Date:	22.7.22

