

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 2019/20	NIL
Total amount allocated for 2020/21	£17,840
How much (if any) do you intend to carry over from this total fund into 2021/22?	NIL
Total amount allocated for 2021/22	£17,750 (still waiting for final confirmation)
Total amount of funding for 2021/22. To be spent and reported on by 31st July 2022.	£17,750

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>	%

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?

Yes/No Awaiting confirmation for extra swimming session availability

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: £17,840		Date Updated: July 2021	
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:
Increase opportunities for pupils to take part in extra-curricular physical activity.	<ul style="list-style-type: none"> Balance-ability to continue as a Year 1 activity and form part of transition from EFYS. Extra-curricular clubs to be re-introduced fully – giving children opportunity to embed skills they are learning in PE lessons, to be active and take part in competitions. PE Lead to track Clubs participation. Cross-curricular orienteering introduced and skills taught across KS2 – giving access to wider range of activities and opportunities. A range of Lunchtimes activities and sports across all year 		<p>£2030</p> <p>Cost for Soccer 2000 and RB Gym clubs lunch and after school</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 and interventions will allow children to increase activity across a school day, whilst developing a range of skills. <p>Impact:</p>	

	<p>groups to support 60 minute per day activity (30 in school).</p> <ul style="list-style-type: none"> • Subject lead to source outside school contacts to provide clubs/extra-curricular activities: eg cricket • Subject lead to obtain pupil voice for clubs & physical activity. • Use of cross-curricular interventions - Maths On the MOVE, Primary stars Story Telling etc 	<p>£3,800 MOTM</p>		
<p>School Games Mark – to maintain Silver/achieve Gold.</p> <p>Use of virtual competitions if Covid restrictions are re-introduced.</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 MAT PE coordinators to arrange inter-mat competitions. • Use of minibuses for travel. • Staff cover for school day competitions. • The introduction of PE area to school website page. • Subject Lead to complete website construction and use to publicise events and inform parents. • House captains to take an active role in regular meetings with PE Lead and leading competitions within school. 		<p><u>Intended:</u></p> <ul style="list-style-type: none"> • <i>Participation in clubs is sustained, meeting the Silver School Games Mark criteria - children taking part in an extracurricular activity, including 10% of children identified as less active. Aiming for Gold criteria of 50% of KS2 children taking part in an extracurricular activity.</i> • <i>Regular attendance at competitions, including B teams.</i> • <i>School House Captains taking an active leadership role.</i> • <i>The website helps to higher the profile of and celebrate PE and Sports in school.</i> <p><u>Impact:</u></p>	

<p>Cross-curricular orienteering.</p>	<ul style="list-style-type: none"> • Subject Lead to facilitate 2 staff training sessions. • KS2 Children to be taught orienteering skills during PE lessons. • Orienteering club to be introduced in Spring Term. • PE lead to work with Lunchtime supervisors and sports coaches so that lunchtime activities include orienteering. • Cross-curricular active lessons created through orienteering in order to increase activity levels – for example – Romans facts. These could also be used for end of term topic assessments. • Introduction of Orienteering as possible intervention, overlearn or pre teach resource. (Staff training) • PE Lead to work with company to develop a KS1 orienteering course with links to phonics. 	<p>TBC</p>	<p><u>Intended:</u></p> <ul style="list-style-type: none"> • All KS2 children to develop Orienteering NC expectations of OAA. • Children to have increased opportunities for range of activities and be active. • Children able to access other curriculum areas through sport. <p><u>Impact:</u></p>	
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<p>Key indicator 2: The profile of PESSPA being raised across the school as a tool for whole school improvement</p>	<p>Percentage of total allocation:</p>
	<p>%</p>

Intent	Implementation	Impact	Impact	Sustainability and suggested next steps:
<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>Curriculum to strengthen access to and retention of previously learnt skills and enable subsequent learning.</p>	<ul style="list-style-type: none"> Adapt Long Term Planning to ensure all children have breadth of skills across all areas – paying particular attention to any areas missed due to Covid restrictions and school closure in spring term. Update Medium Term Planning to reflect new EYFS Curriculum. Embed use of PE Slides to enhance and higher profile of PE lessons and skills being learnt. End of unit assessments are used to highlight key skills or target groups that need addressing or support (closing any Covid gaps). Swimming focus across KS2– increasing opportunity to develop and retain skills learnt. PE Lead to research swimming certificates and awards – including swim safety. Maths On the Move to continue –Year 4 intervention and Year 5 – timetables. PE lead to introduce FA Shooting stars Interventions – well-being, fundamental skills, girls, SEND should be possible focus groups. Develop use or oracy within lessons – providing opportunities for children to talk confidently about their learning and links with cultural capital. 	<p>£1,368 £3,210 (estimated)</p> <p>TBC</p> <p>AS KI1</p>	<p><u>Intended:</u></p> <ul style="list-style-type: none"> All children to have access to a progressive broad and balanced PE curriculum. The profile of PE is improved as a subject where skills are learnt and enables us to access sports and extra curriculum activities. Staff are secure ensuring any gaps in skills are highlighted and addressed to ensure children make sufficient progress. Over a 4 year time frame – the percentage of children leaving Year 6 with the required swimming objectives will increase, with all children meeting the objectives. Children able to access other curriculum areas through sport. Children to develop oracy and show understanding of their learning. Children have increased opportunities to embed learning through school sport. <p><u>Impact:</u></p>	
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	<ul style="list-style-type: none"> To apply for School Games Mark and complete all requirements. Children to take part in a number of after-school club activities and sports. School website page to be completed and utilised. PE lead to audit equipment and purchase resources required. 			
Wellbeing days: Develop pupils' understanding of SEMH through an environment which supports and promotes wellbeing.	<ul style="list-style-type: none"> PE and PSHE leads to introduce well-being, being active and healthy-lifestyles focus days – 1 each half term. PE lead to introduce document to staff to support cross-curricular links. Cross-curricular document will allow staff to plan and focus activities. School to work towards Healthy Schools status. Cross-curricular interventions used to support active lifestyles. 		<p><u>Intended:</u></p> <ul style="list-style-type: none"> All children to develop an understanding that 'being active' and how school sport can support wellbeing. Achieve Healthy Schools award. <p><u>Impact:</u></p>	
School attendance raises to meet national averages - 96%	<ul style="list-style-type: none"> PE Lead to introduce after school clubs across all days to support children's enthusiasm and well-being. Half termly attendance awards – PE Based with Soccer 2000. Pupil voice conducted based on children's choice of clubs, after school activities and enhanced experiences. 	TBC	<p><u>Intended:</u></p> <ul style="list-style-type: none"> School attendance to meet national averages. Children to be enthused to come to school through the curriculum and widening opportunities they access. Half termly rewards in PE support the attendance of pupils, healthy lifestyles and increase opportunities. 	

	<ul style="list-style-type: none"> PE lead to act on Pupil voice findings. 		Impact:	
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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:
Gymnastics focus CPD (Highlighted as focus area required)	<ul style="list-style-type: none"> PE lead to create whole school plan for all teaching staff to receive gymnastics training with gymnastics specialists – RB GYM across the year. All staff to complete levels 1 and 3. Subject lead to complete monitoring to ensure staff are engaged and to monitor the impact of CPD. From last year’s monitoring – lead to request focus is given to differentiation. 	£5,320 estimated on last year costings	<p>Intended:</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>Impact:</p>	
CPD focussing on Differentiation	<ul style="list-style-type: none"> Lead to gain staff voice about differentiation. PE Lead to deliver whole school differentiation for teaching staff. Subject lead to deliver differentiation training to support staff. 		<p>Intended:</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. 	

	<ul style="list-style-type: none"> • PE lead to monitor impact during lesson visits. • Provide individual lesson planning support or team teaching for individual staff. • Soccer 2000 to deliver CPD linked to specific skills/sports from staff voice. 	TBC	Impact:	
Use of PE Slides and lesson non-negotiables to improve staff confidence and quality of PE.	<ul style="list-style-type: none"> • PE Lead to work with outside agencies that teach PE in school – ensuring slides and expectations are consistent across school. • PE lead to provide individual lesson planning support or team teaching for individual staff. • End of unit assessments are used to highlight key skills or target groups that need addressing or support – support staff to use these in planning and interventions. • Subject lead to deliver CPD to teaching staff or teaching assistants when using assessments to plan and inform. 		Intended: <ul style="list-style-type: none"> • Positive impact on the quality of teaching and learning. • The profile of PE is improved and links made to the skills we are learning to the school sports children may want to take part in. • Staff have improved confidence in teaching and knowledge of PE. Impact:	
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	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	Sustainability and suggested next steps:

<p>what they need to learn and to consolidate through practice:</p>			<p>changed?:</p>	
<p>Making links to wider community and clubs.</p>	<ul style="list-style-type: none"> • PE Lead to research different opportunities/companies that can work with the school to enhance children’s experiences. • The Way to begin to work with specific groups of children. • Balance-ability to continue and be embedded in Year 1/EYFS transition. 	<p>TBC</p> <p>-</p> <p>As in KI1</p>	<p><u>Intended:</u></p> <ul style="list-style-type: none"> • Children will be given access to wider opportunities and experiences. This will have a positive impact on both physical and mental wellbeing as well as enabling them to develop life-long skills and experiences to help them develop as individuals. • Children will develop fundamental skills which will support cognitive learning. <p><u>Impact:</u></p>	<p>-</p>
<p>School Games Mark – to maintain Silver/achieve Gold.</p> <p>Use of virtual competitions if Covid restrictions are re-introduced.</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 MAT PE coordinators to arrange inter-mat competitions. • PE Lead to coordinate use of minibuses for travel – cost/booking/availability. • SLT to coordinate staff cover for school day competitions. • Introduce of PE section to school website. • House captains to take an active role in regular meetings with PE Lead and leading competitions within school. • Subject Lead to complete website construction and use 	<p>-</p> <p>-</p> <p>-</p> <p>-</p> <p>-</p> <p>-</p> <p>-</p> <p>-</p>	<p><u>Intended:</u></p> <ul style="list-style-type: none"> • Participation in clubs is sustained, meeting the Silver School Games Mark criteria - children taking part in an extracurricular activity, including 10% of children identified as less active. Aiming for Gold criteria of 50% of KS2 children taking part in an extracurricular activity. • Regular attendance at competitions, including B teams. • School House Captains taking an active leadership role. • The website helps to higher the profile of and celebrate PE and Sports in school. <p><u>Impact:</u></p>	<p>-</p>

	<p>to publicise events and inform parents.</p> <ul style="list-style-type: none"> PE lead to audit equipment and purchase resources required. 	Approx. £650.00		
Cross-curricular orienteering	<ul style="list-style-type: none"> Subject Lead to deliver 2 staff training sessions. KS2 Children to be taught orienteering skills. Orienteering club to be introduced in Spring Term. PE lead to work with Lunchtime supervisors and sports coaches so that Lunchtime activities include orienteering. Cross-curricular active lessons created through orienteering in order to increase activity levels – for example – Romans facts. These could also be used for end of term topic assessments. Introduction of Orienteering as possible intervention, overlearn or pre teach resource. (Staff training) 		<p><u>Intended:</u></p> <ul style="list-style-type: none"> All KS2 children to develop Orienteering NC expectations of OAA. Children to have increased opportunities for range of activities and be active. Children able to access other curriculum areas through sport. <p><u>Impact:</u></p>	-
Re-introduce club/Afterschool sports	<ul style="list-style-type: none"> PE Lead to plan clubs across the year to ensure a breadth of opportunity. PE Lead to link clubs with PE curriculum in some instances – 		<p><u>Intended:</u></p> <ul style="list-style-type: none"> Gaps in children’s activity levels, including health, will be diminished. Year 1 children to take part in extra-curricular, life skill activity – helping to improve balance and, over-weight and obesity rates. 	-

	<p>providing children the opportunity to apply the skills they have learnt.</p> <ul style="list-style-type: none"> • PE Lead to work with other companies that can work with the school to enhance children’s experiences and opportunities. • PE lead to audit equipment and purchase resources required. • PE Lead to track participation. 	<p>TBC</p> <p>As above</p>	<ul style="list-style-type: none"> • A wider range of clubs offered compared to previous years. • All groups of pupils are represented within extra-curricular activities. 50% of identified groups (Girls/SEN/PP) accessing an extra-curricular club. • Those children identified as less active targeted to attend active clubs/lunchtime activities to support 60 minutes per day activity – supporting healthy lifestyle choices and lowering obesity rates. <p><u>Impact:</u></p>	
<p>Cross-curricular lessons using PE and being activity to support other areas of learning.</p>	<ul style="list-style-type: none"> • Maths on the Move intervention used to support Year 4 and 5 – focus on closing gaps and timetables. • PE Lead to introduce FA Shooting stars programme – Football through storytelling. • Cross-curricular orienteering introduced as a tool for whole class lessons or interventions such as pre teach and over learn. • Cool kids and Cool character interventions used across KS1 and KS2 to support identified pupils. 	<p>As KI1</p>	<p><u>Intended:</u></p> <ul style="list-style-type: none"> • Children from identified groups to access active learning. • Children to show significant engagement and progress within the specified focussed area of learning. <p><u>Impact:</u></p>	

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 Silver/achieve Gold. Use of virtual competitions if Covid restrictions are re-introduced.	<ul style="list-style-type: none"> • Subject lead to sign up to School Games competitions and use of calendar. Subject lead to Liaise with MAT PE coordinators to arrange inter-mat competitions. • Use of minibuses for travel. • Staff cover for school day competitions. • The introduction of School website page. • House captains to take 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. 	As K14	<p><u>Intended:</u></p> <ul style="list-style-type: none"> • Participation in clubs is sustained, meeting the Silver School Games Mark criteria - children taking part in an extracurricular activity, including 10% of children identified as less active. Aiming for Gold criteria of 50% of KS2 children taking part in an extracurricular activity. • Regular attendance at competitions, including B teams. • School House Captains taking an active leadership role. • The website helps to higher the profile of and celebrate PE and Sports in school. <p><u>Impact:</u></p>	

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 hold 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"> • Children will be able to take part in wider community sporting events. • 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. <p><u>Impact:</u></p>	
School competition	<ul style="list-style-type: none"> • PE Lead to plan Sports days and whole school competitions on 1 well-being day. • PE lead to plan introduce personal best charts for chosen lunchtime sports and activities. • PE Lead to introduce ‘personal best’ challenge to become part of PE Lesson oracy. • PE lead to plan competitive event linked to Commonwealth Games in summer term. 		<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>	

Signed off by	
Head Teacher:	
Date:	
Subject Leader:	

Created by:



Supported by:



Date:	
Governor:	
Date:	