

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

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 2022.</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: 2021/22		Total fund allocated: £		Date Updated: April 2022	
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:
<p><i>Create a new safe space for pupils to be more active during the school day – Bike track</i></p> <p><i>Additional outdoor resource – trim trail</i></p>	<p><i>Gates and fencing to be purchased to make the carpark safe for children to use – bikes, go karts, scooters</i></p> <p><i>Plan, design and install a new trim trail in an identified area outside</i></p>		<p>£4,106</p> <p>£15,520</p>	<p><i>Pupils can use a large space safely to access bikes and scooters – increased movement opportunities</i></p> <p><i>New trim trail – timetabled use for pupils, increased physical activity during the school day. Used for pupils to sensory regulate throughout the day – improved readiness to learn</i></p>	<p><i>Purchase new bikes, repair old bikes and go karts</i></p> <p><i>Purchase additional helmets</i></p> <p><i>Continued use all year – 80% of pupils in school</i></p>
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:

<i>Dance event – whole school sports week</i>	<i>Dance company to attend and deliver cheer leading type dance sessions for all pupils as part of our sports week – outdoor event – celebration</i>	<i>£195</i>	<i>Participation for all – dance – increased movement opportunities to develop co ordination and creative movement</i>	<i>Resources purchased to ‘dance’ in school</i>
<i>Increase physical activity across school</i>	<i>Pupils across key stages access rugby tots – Outside coach to come into school to run sessions 2 x sessions per week – Autumn & Summer term</i>		<i>improve mobility, increase activity level, develop and practice key fundamental skills, take part in competitive sports at an appropriate level</i>	

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?:
<i>Provide a range of opportunities for pupils across an ability range to be more active</i>	<i>Re stock music & Movement – provide classes at key stage 1 planned sessions to do in their classes</i> <i>Provide yoga resources/training for Key stage 2 classes</i>	<i>£200</i>	<i>Classes planned music and movement into their day – increased movement opportunities for pupils</i> <i>Classes planned yoga/wake up & shake up into their day – increased movement opportunities for pupils</i>
			<i>Continued use of resources purchased</i>

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><i>Additional achievements:</i></p> <p><i>New sporting activity opportunities</i></p> <p><i>Multi sensory based physical sessions</i></p>	<p><i>Climbing wall hire for sports week. 80% of pupils given this opportunity</i></p> <p><i>Bendrigg residential – PMLD cohort</i></p> <p><i>SPACE centre visit for PMLD pupils</i></p>	<p><i>£350</i></p> <p><i>£5000</i></p> <p><i>£150</i></p>	<p><i>For pupils to experience some outdoor and adventurous activities as part of our school sports week</i></p> <p><i>Pupil gain experience of a range of outdoor and adventurous activities</i></p>	<p><i>Provide an opportunity for a residential outdoor and adventurous break for a different cohort of pupils</i></p> <p><i>Mix groups of pupils to share the experience of SPACE – movement opportunities in a safe and appropriate setting</i></p>

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:
<i>Whole school Sports Day – Inclusive Competition – races, challenges</i>	<i>Group the children accordingly to hold races and competitions. Provide challenge for all pupils</i>	<i>N/A</i>	<i>ALL children took part in a race/competition of some sort – Summer Sports event – whole school Very positive response – change in how we run sports day</i>	<i>Change of how we will run sports day in future – continue to provide this competitive element</i>

Signed off by	
Head Teacher:	Paula Barlow
Date:	April 2022
Subject Leader:	<i>Sophie Martindale</i>
Date:	<i>April 2022</i>
Governor:	
Date:	