

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	£0
Total amount allocated for 2020/21	£5000
How much (if any) do you intend to carry over from this total fund into 2021/22?	£0
Total amount allocated for 2021/22	£5000
Total amount of funding for 2021/22. To be spent and reported on by 31st July 2022.	£5000

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>The significant impact of COVID19 in the region has resulted in swimming pools in the area being closed and therefore usual swimming lessons have not been able to take place.</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. Please see note above</p>	<p>%</p> <p>N/A</p>
<p>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</p>	<p>%</p> <p>N/A</p>
<p>What percentage of your current Year 6 cohort perform safe self-rescue in different water-based situations?</p>	<p>%</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>	<p>Yes/<u>No</u></p>

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:	
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:
					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:
N/A	N/A	£0	N/A		N/A
Key indicator 2: The profile of PESSPA being raised across the school as a tool for whole school improvement					Percentage of total allocation:
					15%
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:
Pupils increase their own PESSPA levels following an opportunity to take part in events focused around	<ul style="list-style-type: none"> Use of athletes as role models - Martin Norris a wheelchair rugby athlete for 	£375	<ul style="list-style-type: none"> This allowed pupils to understand inclusion within sport but also 		Athletes to be constantly used as role models for pupils. Pupil voice to be used to understand

<p>inspiration.</p>	<p>team GB attended the site and gave students a talk as a role model and provided pupils with the opportunity to participate in activities.</p> <ul style="list-style-type: none"> ● Season tickets for GTFC and tickets to Play-Off finals. ● My Personal Best - YST - equipment bought to facilitate the project. 	<p>£100</p> <p>£275</p>	<p>understand that circumstances can not limit your aspirations or indeed achievements.</p> <ul style="list-style-type: none"> ● Pupils were provided opportunities to attend football fixtures to support their local team through links within the community. Pupils had previously not been provided with these activities. ● Soft skill development and a values based approach implemented through the PE curriculum. These values spread through the rest of the school curriculum. Pupils are now more aware of how soft skills are relevant throughout other parts of the school day and in life. Pupils have developed soft skills that can be used in a range of situations and can identify the link and requirement in situations outside of PE. 	<p>what next steps we can take as a school. Community links continue to be embedded in school with links across the whole curriculum such as PHSE/RSE/Cultural Capital through PE.</p>
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<p>Key indicator 3: Increased confidence, knowledge and skills of all staff in teaching PE and sport</p>				<p>Percentage of total allocation: 9%</p>
<p>Intent</p>	<p>Implementation</p>	<p>Funding</p>	<p>Impact</p>	
<p>Your school focus should be clear</p>	<p>Make sure your actions to</p>	<p>Funding</p>	<p>Evidence of impact: what do</p>	<p>Sustainability and suggested</p>

what you want the pupils to know and be able to do and about what they need to learn and to consolidate through practice:	achieve are linked to your intentions:	allocated:	pupils now know and what can they now do? What has changed?:	next steps:
PE lead (JM) to attend training events and cascade down to the staff team through internal training opportunities. Increased staff knowledge around PESSPA will result in a more valuable and meaningful offer for pupils through a more informed approach.	<ul style="list-style-type: none"> • Table tennis activators • YST national sport conference 	£50 £400	Staff are more knowledgeable . Pupils SEMH needs are being met through PE, PA and Sport. Pupils can perform a range of skills through more engaging lessons or interventions as a result of staff training.	Upskilling of staff to continue to be undertaken by JM for PESSPA - all staff need to be aware. Staff have access to an online trust platform where a new PE network will release training content. Staff to have access to further support from JM.

Key indicator 4: Broader experience of a range of sports and activities offered to all pupils

Percentage of total allocation:
76%

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:
Pupils will have exposure to a wider curriculum with additional activities to participate in as part of their offer. Pupils through these activities will develop additional technical and tactical skills and be signposted to activities they can take part in outside of school to continue participation.	<ul style="list-style-type: none"> • Boxing and Fitness coach • Sensory circuits - Gameballs, LUSU. • Additional equipment - Tchoukball, Vortex, Tag Rugby. • Cricket Festival • Purchase of use of woods - orienteering activities. • Purchase of mountain bikes x 6 	£600 £350 £500 £50 £1100 £1200	Pupils have developed their confidence and competence in a range of activities whilst identifying similarity in techniques and key skills that can transfer between other activities. Some pupils have requested to continue activities at break times and found clubs and community groups outside of school to continue participation.	Pupils will continue to have access to a wide and diverse curriculum. After COVID19 it is important to ensure a full competitive programme is reintroduced. Active breaks and movement breaks to be used to support SEMH needs. Alternative exercise through the use of a newly purchased allotment space such as digging etc.

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:
N/A	N/A	£0	N/A	N/A

Signed off by	
Head Teacher:	Phil Hutchinson
Date:	28.07.22
Subject Leader:	John Mansfield
Date:	28/07/22
Governor:	Dave Whitaker
Date:	19.10.22

