



2021-2022

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](https://www.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](#).

Created by:



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Details with regard to funding

Please complete the table below.

Total amount of funding for 2021/22. To be spent and reported on by 31st July 2022.

£17,510

Swimming Data

Please report on your Swimming Data below.

Meeting national curriculum requirements for swimming and water safety. 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. 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	
What percentage of your current Year 6 cohort swim competently, confidently and proficiently over a distance of at least 25 metres? 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 2021. Please see note above	95%
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	90%
What percentage of your current Year 6 cohort perform safe self-rescue in different water-based situations?	85%
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 (to provide swimming teaching in both key stages, above the requirements for the end of KS2)

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			
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?:
‘All moving, all the time’ strategy involving additional daily activity, including wake and shake sessions and additional equipment for play and lunchtimes.	Wake and Shake monitoring and programme agreed across the school. Sports TA running lunchtime clubs and after-school clubs	£3000	More robust programme of activities including dance, perimeter run.
	Purchase of additional football goals, so that all children in KS2 can access at every play and lunchtime	£315.83	Sustained and continued use of the football goals (3 sets). Popular all year round, with an increasing number of children. Sports apprentice supports fair play and skills building. Snapshot-
	Renewed Netball markings to ensure all pupils can access Netball at lunchtimes and after school sessions	£600	They are in use daily.
			Sports Leaders Programme, led by Sports TA in Autumn term.
			Increased variety of ‘guest’ and professional activities run by local clubs.
			Invitations to parents to contribute, to increase family participation.
			Consider how to develop sports leaders in subsequent years, following staff changes.

To ensure any child at risk of delay (particularly focused on SEND and PP pupils) in their physical development and skills has they opportunity to develop in line with physio/ gross motor activity programme.	Increased opportunities for SEND pupils with sensory and gross motor needs to rapidly develop the skills they need. 1:1 daily sessions and sensory diet activities.	£3000 Sports apprentice running 1:1 activity sessions for children daily (up to 45 mins per pupil)	Identified children are now meeting ARE in physical development, contributing to the GLD for physical activity.	Sensory programme and site developments for sensory needs over time physical trails and resources.
Key indicator 2: The profile of PESSPA being raised across the school as a tool for whole school improvement				
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 encourage all pupils to engage in a wide range of outdoor and physical play-based activities to maximise the use of the large school site, both this year and for the future.	OPAL Play Strategy Outdoor Play and Learning Play Development Support, Quality Assurance and Award Programme. This includes specific training and development for staff in risky play and facilitating outdoor activities. This is an all-weather approach. Clearance of planting to the bank area to provide more interest for children's outdoor play and physical challenges including low-level climbing and building, particularly to build confidence following periods of lockdown for children.	£5700 (including accreditation costs admin and meeting time cover) £500- Premises manager time.	Whole staff training and working group includes MDSA, Forest School and SENCO. Wider use of the field and border woodland area, including for low-level climbing and play.	Action plan in place now led by SENCO, accreditation in process, and three-year programme of development identified. Action plan to be revised and developed in 22-23. RA and policy work to be completed in 22-23. This is phase 1 of 3.

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:
Teacher training in Gymnastics to improve skills across the school and raise confidence to deliver gymnastics lessons. We want children to be confident in gymnastic movements and routines and all teachers to create a supportive, inclusive environment in gymnastics lessons.	Training for staff. Additional planning, CPD time Equipment has also been serviced and upgraded to ensure it remains fit for purpose.	£75 (training) £250 (additional staff time)	All teaching staff are able to deliver the planned Gymnastics sessions as part of the national curriculum. Teachers report they are more confident delivering gymnastics lessons.	Consider development of the use of apparatus and further support for those children at risk of delay in physical development on entry. Ensure pupils in the nursery also have access to age-appropriate apparatus and the large hall to practise.
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:

To support children to access a range of Sports after school clubs.	Termly sports clubs run by staff. A range of clubs including opportunities for tennis, dancing, football, netball, rounders and multi-sports, running. Staff attending Cross-Country fixtures (voluntary)	Sports Apprentice/TA supporting after school clubs including admin £3150	Over 50 % of pupils access clubs throughout the year in a range of activities.	Consider capacity for clubs as school roll becomes smaller for September 2022, and staff changes.
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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:
For pupils to have access to regular fixtures including Cricket, Netball, football and Gymnastics/ Athletics. To ensure girls have access to competitive sport fixtures across a range of activities.	Year 5/6 team attended local gymnastics competition. (Mixed) Year 5/6 teams attended local Cricket tournament against other schools. (Mixed) Athletics event for Years 3,4,5,6	YSGA membership £140 Transport/ Cover for lead teaching staff to attend fixtures and Admin £780	Pupils achieve a sense of collaboration and teamwork. They talk confidently about their increased resilience in sport situations. This has also impacted on team activities in school.	Consideration of access to external clubs ongoing with smaller school roll. PE lead changing for September 2022. Sports apprentice in post for one more year, consider impact and legacy of Sports TA work.

Signed off by	
Head Teacher:	Rebecca Bennett
Date:	July 2022
Subject Leader:	Rebecca Bennett
Date:	July 2022
Governor:	
Date:	