

# Evidencing the impact of the Primary PE and sport premium

Website Reporting Tool

Revised July 2021



Commissioned by



Department  
for Education

Created by



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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](http://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 2020/21	£167
Total amount allocated for 2021/22	£17,915
How much (if any) do you intend to carry over from this total fund into 2021/22?	£167
Total amount allocated for 2022/23	£17,923
Total amount of funding for 2022/23. To be spent and reported on by 31st July 2023.	£18,090

## 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><b>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</b></p>	50%
<p>What percentage of your current Year 6 cohort swim competently, confidently and proficiently over a distance of at least 25 metres?</p> <p><b>N.B.</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.</p> <p>Please see note above</p>	32%
<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>	50%
<p><b>What percentage of your current Year 6 cohort perform safe self-rescue in different water-based situations?</b></p>	50%
<p>Schools can choose to use the Primary PE and sport premium to provide additional provision for swimming but this must be for activity <b>over and above</b> the national curriculum requirements. Have you used it in this way?</p>	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:	
<p><b>Key indicator 1:</b> 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</p>					Percentage of total allocation:
					28%
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?:	
<p>Pupils continue to engage in active lunchtimes to develop their understanding and competency in making healthy choices during their recreational activities throughout the school day.</p> <p>Pupils are provided with a range of physical activities to engage in at lunchtime to promote healthy lifestyles.</p>	Sports coach leads on delivering active lunchtimes.		£4,902	<p>Monitoring and evaluation of lunchtimes demonstrates that a high proportion of pupils engaged in physical activity in a range of sports. It also demonstrated that pupils were using their learning from these sessions to apply in other recreational times during the school day. E.g. Breaktime There has been a reduction in behaviour instances during lunchtime as pupils engage in physical activity. Pupils access a range of sports, which both builds on their interests whilst introducing them to new opportunities and experiences.</p>	
			Sustainability and suggested next steps:		<p>Midday staff to take on role of sports leader.</p> <p>Further recruitment and implementation of the junior sports leader programme to support and scaffold physical activity amongst peers.</p>

Pupils are provided with opportunity to engage in extra-curricular activities.	Delivery of after-school clubs.	£80	Pupils have opportunity to participate in extra curricular activities.	Draw on staff strengths and expertise to further enhance extra curricular offer.
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Key indicator 3: Increased confidence, knowledge and skills of all staff in teaching PE and sport				Percentage of total allocation:
				54%
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:
50% of pupils PE lessons are delivered jointly with a qualified sports coach alongside of the class teacher. Staff have a greater understanding of progression within strands and specific vocabulary associated with these. Sports coaches have developed staff confidence in a range of identified disciplines. Pupils engage in a range of sports alongside coaches raising their confidence and awareness in a series of disciplines.	High quality coaching provision is sourced and supplements the LTP. Provision is timetabled to ensure a breadth of opportunity for all classes across the academic year. Quality assurance monitoring is conducted in line with the school's monitoring and evaluation and in addition to that carried out by the provider.	£9,539	The quality of PE continues to increase across the school. Pupils are engaged in physical activity and access an increasing breadth of skills and disciplines with progressive milestones.	The implementation model will action the reduction of support required from sports coaches as staff confidence and competence continue to increase. Pupils will receive experiences and opportunities from a range of sporting clubs and organisations.
Complete PE provides a consistent approach to PE across the school. This supports staff to ensure pupils	Staff access Complete PE to facilitate their PE delivery. Sequences of learning, key	£105	The quality and consistency of PE teaching is increasing across the school. Effective modelling of key skills is becoming more embedded within lessons. Sequences of	Review of Complete PE to

achieve through a sequential build-up and a cohesive curriculum design.	vocabulary and the characteristics which are to feature within the sessions available.		learning are show clear progression building on prior learning. The resource has supported the workload agenda.	ensure that this remains the most beneficial resource to support quality PE teaching and learning across the school.
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**Key indicator 4: Broader experience of a range of sports and activities offered to all pupils** Percentage of total allocation:  
1%

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>Pupils have access to a fully-resourced PE curriculum which enables them to maximise the application of their skills.</p> <p>Pupils are signposted to local sporting events and opportunities within the local community.</p>	Curriculum PE covers a broader range of sports and activities. Resources are reviewed across the academic year.	<p>£253</p> <p>N/A</p>	<p>PE lessons are effectively resourced.</p>	<p>Continue to conduct regular equipment audits to ensure that resources remain in good condition to facilitate high quality curriculum delivery.</p> <p>Establish links with local sporting facilities, drawing on their input to further supplement sport resources.</p> <p>Strengthen links with local clubs to further enhance root to club links, drawing specifically on opportunities within the local area.</p>

Key indicator 5: Increased participation in competitive sport				Percentage of total allocation:
				1%
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 have the opportunity to represent their school in competitive sport and intra-school activity through the Next Level Sports Partnership	School Games competitions and local clubs are engaged with throughout the school year.	£500	The school have attended competitive events.	Participation in competitive events has been inconsistent. Pupil voice to be conducted to reflect interests of pupils.
Pupils are provided with subsidised transport facilities to allow them to attend competitive sport.	Increased access to competitive sport.	£95	A greater amount of pupils have been able to attend competitive events due to the transport provided.	Review competitive sport opportunities within the local area.
16% funding carry forward allocated to 23/24 spend				

Signed off by	
Head Teacher:	Helen Chambers
Date:	
Subject Leader:	Emma Ashley
Date:	
Governor:	
Date:	

Created by:  **association for Physical Education**  **Active Partnerships**  **YOUTH SPORT TRUST**

Supported by:   **SPORT ENGLAND**  **UK COACHING**  **UK active** Manchester Metropolitan University