

# 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](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](#).



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## Details with regard to funding

Please complete the table below.

Total amount carried over from 2019/20	£3,118
Total amount allocated for 2020/21	£17,700
How much (if any) do you intend to carry over from this total fund into 2021/22?	£11,687
Total amount allocated for 2021/22	£ 17,700
Total amount of funding for 2021/22. To be spent and reported on by 31st July 2022.	£ 29,387

## 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. <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>	
What percentage of your current Year 6 cohort swim competently, confidently and proficiently over a distance of at least 25 metres? <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 2020. Please see note above	22/26 85%
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	21/26 81%
<b>What percentage of your current Year 6 cohort perform safe self-rescue in different water-based situations?</b>	21/26 81%
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?	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: Autumn 21	
<p><b>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</b></p>					<p>Percentage of total allocation: Approx. £17,500</p>
Intent	Implementation		Impact		
<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>	
<ul style="list-style-type: none"> <li>To further embed the Active 30:30 ethos within the school day and whole school community to support our children to become fit for life.</li> <li>To engage all pupils in purposeful physical activity during undirected times to contribute to their 30mins of physical activity.</li> </ul>	<ul style="list-style-type: none"> <li>Continue Movement Break CPD for staff &amp; refresh heat maps in 2021/2022 to monitor continued impact on children becoming more active and less sedentary (working towards Heat maps become greener.)</li> <li>To explore &amp; provide Covid safe ways for lunch time and after school clubs to continue in an effective manner.</li> <li>Focus sports/activities for pupil premium, less able and those identified as having less active life styles to promote concentration, memory retention &amp; behaviour.</li> <li>Sports coaches or other specialist staff to lead clubs &amp; competitions before, during and after school. (Explore possibility of a play leader to facilitate active play and possible active interventions for English, maths.)</li> <li>Sports equipment to promote physical activity.</li> </ul>		<p>Play leader Spring /summer terms £8000 -£10,000?</p> <p>Active maths/ English/ phonics/ teach programmes £1000</p> <p>After school coaches £ 6000 (approx.)</p> <p>Playground equipment £500</p>	<p>Staff CPD 8.6.22 improve staff knowledge of active 30:30 focusing on movement breaks and positive outcomes of active learning.</p> <p>Movement diaries used instead of Heat maps for classes to track activity. Pupils and teachers invested to develop active lessons as reward for most active class awarded in assembly. Movement diaries show whole school commitment to active 30:30 as all classes participate.</p> <p>School council engaged in spending money to encourage activity at playtimes. School council meetings developed the use of the school playground to make it a safer and more active space. School council's ideas impacted routine changes agreed by staff and trialled in summer term.</p> <p>Play leader training given to all year 6 children. 21/1/22</p> <p>Playground leaders have facilitated personal best competitions at playtimes (You Skip challenge &amp; Speed Stacking) 64 children have achieved personal best awards for skipping &amp; 123 children developed speed stacking skills.</p>	
				<p>Sustainability and suggested next steps:</p> <p>Further CPD for Staff &amp; governors to continue our commitment to Active 30:30 and further embed understanding of movement breaks and active lessons.</p> <p>Continue use of Movement Diaries in next academic year.</p> <p>Formalise or timetable school council discussions and feedback.</p> <p>Ensure new year 6 cohort receive playground leadership training and continue to use them to promote personal best competitions.</p>	

			<p>Coaches from Matchpoint sports and SDUK employed to deliver free lunchtime and afterschool clubs. 100% of children offered club (reception – yr 6) For club uptake see Key Indicators 4 &amp;5</p> <p>SENCO meeting to discuss implementation of Teach Active. Teach active subscription bought for trial with intervention children in 2022/23</p>	<p>Continue free club provision, offer to all pupils and continue to target those who are reluctant to participate through intervention clubs like archery.</p> <p>Work with SENCO to develop teach active as a resource within school. Engage more teachers where possible.</p>
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Key indicator 2: The profile of PESSPA being raised across the school as a tool for whole school improvement				Percentage of total allocation: Approx.£1500
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:
<ul style="list-style-type: none"> <li>To continue to promote the benefits and importance of PE, sport and physical activity on physical and mental health and well-being with staff, pupils &amp; parents.</li> <li>To further embed pupil's knowledge and understanding of school games values. Use school council and pupil discussions to evaluate impact.</li> <li>Develop teacher's understanding of School Games value to develop spirit scoring as a way of promoting well-being and mental health.</li> </ul>	<ul style="list-style-type: none"> <li>To further explore develop online profile of PE finding additional ways to share and celebrate School Games values, and connecting with whole school community.</li> <li>Reorder medals &amp; certificates.</li> <li>Share sporting achievement through school newsletters and parent email including information on clubs, competitions, awards and sporting development opportunities.</li> <li>Work collaboratively with PSHE leader to plan Health week.</li> </ul>	<p>Time needed /CPD £200</p> <p>Medals/trophies etc £200</p> <p>Health week activities &amp; resources £1000</p>	<p>Staff CPD 8.6.22</p> <p>Health week March 2022 – Active life styles promoted and all children given the opportunity to engage with a yoga session.</p> <p>School Games Values and competition intent (Engage, Develop, Compete) shared with parents on sport event letters and whole school newsletter.</p> <p>Emails of local clubs shared with parents to promote pathways into local sports clubs. SGV medals awarded at sports day.</p> <p>Pupil discussions Dec 2021 -All age groups knew what they were learning about and were able to give examples of the teacher modelling a specific skill or learning objective. All age groups used good PE vocabulary when describing something they had improved at in PE and could verbalise what to do if task was too hard or too easy in an age appropriate way. Pupils were beginning to show an understanding of school Games Values but knowledge of these needs to be strengthened and made more consistent.</p>	<p>Further embed the role and vocabulary of school games values throughout school community. Use pupil discussions from 22/23 to reassess impact.</p> <p>Further CPD on spirit scoring needed.</p>



Key indicator 3: Increased confidence, knowledge and skills of all staff in teaching PE and sport				Percentage of total allocation: £6000
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:
<ul style="list-style-type: none"> <li>To review PE hub scheme implementation. Identify and provide staff CPD, equipment, scheme adaptations as necessary to ensure all staff have the required confidence, knowledge and skills to deliver high quality PE.</li> <li>Subject Leader to continue to develop skills and knowledge needed to effectively manage subject, keep up to date with relevant policies (including Covid safety requirements) and monitor impact of good quality PE Sport and Physical activity provision on whole school improvement.</li> <li>Evaluate, review and improve assessment in PE in line with PE Hub scheme.</li> <li>To develop endpoints as a tool for assessment, to ensure teachers are able to communicate lesson intentions and outcomes with pupils.</li> </ul>	<ul style="list-style-type: none"> <li>Use teacher questionnaire to gather data regarding PE Hub scheme.</li> <li>Analyse results &amp; implement actions accordingly.</li> <li>Staff continue to attend appropriate CPD training to enhance knowledge and skills. CPD (Providers: SSSSP and other sports bodies).</li> <li>PE Hub subscription renewed.</li> <li>COVID-19 guidance linking to PE and sporting activities regularly reviewed by Subject Leader and shared with staff to ensure they are kept updated with changing circumstances.</li> <li>PE Subject Leader to meet with other local PE leads at rural collaborative meetings and SSSSP coordinator days. Implement actions as advised.</li> <li>Impact of primary PE and Sport Premium report updated and published.</li> <li>PE to carry out a range of SSE activities to evaluate effectiveness of provision e.g. discussions with pupils.</li> <li>PE assessment reviewed to ensure it is used effectively to positively impact high quality PE teaching.</li> </ul>	<p>Spent :SSSSP enhanced package Get price from RJ £2400</p> <p>PE Hub subscription £455</p> <p>CPD &amp; cover £3000</p>	<p>PE teachers feel more confident teaching PE due to PE hub planning and resources. (Staff feedback) Staff have begun to evaluate lesson plans and adapt to further enhance high quality PE lessons. (Discussions with PE lead)</p> <p>PE lead attended SSSSP PE leadership training, information fed back to SL Team and Staff to keep them up to date with best practise and current initiatives.</p> <p>3.2.22 Monitor of after school club provision along with Ian Pool from Matchpoint sportz. Observation showed all pupils engaged in developing new skills and the reinforcement of positive attitudes was evident.</p> <p>JD &amp; LB Dance CPD CH attended CPD 30.6.22 more confident in PE activity organisation to sustain activity, lesson warm up and differentiation and adaptation of activities to meet the needs of her class. SBass Tri golf CPD SBrooker Cheerleading &amp; cricket CPD MB Cricket CPD in addition to PE lead CPD. AE &amp; ST Tag rugby CPD</p> <p>PE hub scheme used as a foundation for GFES PE endpoints. Endpoint completed for PE curriculum, published in line with school requirements and shared with staff.</p>	<p>Formalise PE hub evaluations and adapt PE curriculum map /endpoints 2022/23 accordingly.</p> <p>Continue to review PE provision and access further CPD opportunities.</p> <p>Further embed endpoints in to teaching and assessment so that both children and staff are clear about the intention and outcomes for each unit and lesson.</p>

Key indicator 4: Broader experience of a range of sports and activities offered to all pupils				Percentage of total allocation: £2,800
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:
<ul style="list-style-type: none"> <li>SEE KEY INDICATOR 1</li> <li>To continue to encourage all children to engage in regular physical and sporting activities by providing a wide range of experiences through curriculum and extra –curricular activities.</li> <li>To continue to monitor levels of participation in extra – curricular clubs with an aim to increase participation to 80% of all pupils to have committed to one club during the year.</li> <li>To resource equipment needed to broaden children’s experiences of sport and healthy activities</li> </ul>	<ul style="list-style-type: none"> <li>SEE KEY INDICATOR 1</li> <li>Map clubs offered and evidence all children participating in sporting activities and clubs.</li> <li>All year groups given access to sports clubs in 2021/2022. Priority booking for children who have not previously attended and for those children identified whose physical fitness and confidence has suffered through lockdown experiences.</li> <li>Maintain single year group and multi-sport approach as proved very popular amongst pupils and parents.</li> <li>Repair, replenish and extend equipment and resources available for PE and Physical activities.</li> <li>Identify and promote new sporting opportunities.</li> </ul>	<p>SEE KEY INDICATOR 1</p> <p>Update &amp; provide new equipment for clubs &amp; curriculum. £2800</p>	<p><u>Free Afterschool Sports Clubs:</u></p> <p>Autumn 1 Thursday – Year 5 Autumn 1 Friday – Year 6 Autumn 2 Thursday – Year 3 Autumn 2 Friday – Year 4 Spring 1 Thursday – Year 1 Spring 1 Friday – Year 2 Spring 2 Thursday – Year 5 Spring 2 Friday – Year 6 Summer 1 Thursday – Year 3 Summer 1 Friday – Year 4 Summer 1 &amp; 2 Girls Football club Summer 2 Athletics KS2 Summer 2 Summer Sports KS1</p> <p><u>Free Lunch time clubs</u></p> <p>Summer 1 &amp; 2 Reception. Summer 2 Archery (PP &amp; Bus children/Invite only)</p> <p>Attendance at one or more clubs: Rec = 96.6% Yr 1 = 82.1% Yr2 =93.3% Yr3 = 82.1% Yr4 = 86.7% Yr5 = 88.9% Yr6 = 74%</p> <p>Whole school total =172 children out of 199. 86.4%</p> <p>Where numbers started to drop in Summer 1 for year 5 &amp;6 provision changed to sports specific clubs to meet requests of pupils.</p> <p><u>Year 6 PE Ambassadors</u></p> <p>6 x year 6 children selected as sports ambassadors (SGV) attended infant agility to host events &amp; helped un KS 1 sports day.</p>	<p>Continue to use club registers to identify groups of pupils that require intervention to engage in sports clubs.</p> <p>Continue to used multi-sport approach for KS1 but use school teams and specific sports to incentivise KS2.</p>



			<p><u>Commonwealth Games 2022</u> used to inspire</p> <ul style="list-style-type: none"><li>• Boxing 18.2.22</li><li>• Commonwealth conga 29.4.22</li><li>• Good luck Challenge May 2022</li><li>• BCWG 2022 Bring the power workshops for Years 1, 2 &amp; 6 12.5.22</li><li>• Baton Relay art -. July 2022</li></ul>	
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Key indicator 5: Increased participation in competitive sport				Percentage of total allocation: £1,500
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:
<ul style="list-style-type: none"> <li>To continue to develop our school sport profile (refer School Games Website account) to include competitive sport opportunities:               <ul style="list-style-type: none"> <li>Personal best</li> <li>Class competitions</li> <li>Inter (between)school competitions</li> <li>Intra (within) school online virtual competitions that enables children to foster good sportsmanship &amp; teamwork.</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>Continue to participate in SSSSP competitions and develop participation in new events where possible.</li> <li>Continue to support virtual competitions as it increases participation opportunities of pupils.</li> <li>Develop staff and children's understanding of spirit scoring to provide alternative competitive situations.</li> <li>To improve GFES participation to more than 11 events (achieved in 2020/2021)</li> </ul>	Spent: Part of SSSSP enhanced package  CPD/inset training for staff  Coaches and first aider cover £1500	SSSSP Competitions 2021/22: <ul style="list-style-type: none"> <li>Year 6 Cross country</li> <li>Year 2 KS1 infant agility</li> <li>Year 4 Speed Stacking</li> <li>Year 4 Cheerleading –Spring 2022(virtual)</li> <li>Year 6 Tag rugby – Summer 2022</li> <li>Year 4 Chance to Shine – Summer 2022</li> <li>Year 5 Chance to shine - Summer 2022</li> <li>Year 2 Tri Golf - Summer 2022</li> <li>Year 3 Quad kids summer 2022</li> <li>Yr 5 &amp; 6 Girls Football tournament 2022</li> </ul> Intra competitions 2021/22 <ul style="list-style-type: none"> <li>School Sports Day June 2022</li> <li>Yr 6 Tennis spring 2022</li> </ul> Personal Best Challenges <ul style="list-style-type: none"> <li>KS1 Speed stacking spring/summer 2022</li> <li>You skip challenge summer 2022</li> <li>Yr 3 swimming distance badges and awards.</li> </ul> <p>15 events in total. 4 new events.</p>	Continue to enter SSSSP inter school competitions. Develop opportunities for year 1.  Further develop Spirit scoring as a way of developing end of unit intra competitions and using for assessment.  Continue to promote Personal best challenges and allow time to practise and improve through use of Play leaders.

Signed off by

Head Teacher: Julie Gaughan

Date:	
Subject Leader:	Mel Bradburn
Date:	Nov 2021
Governor:	Elaine Limond
Date:	