

# 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](#).



## Details with regard to funding

Please complete the table below.

Total amount carried over from 2019/20	£0
Total amount allocated for 2020/21	£0
How much (if any) do you intend to carry over from this total fund into 2021/22?	£13,483
Total amount allocated for 2021/22	£19 216.33
Total amount of funding for 2021/22. To be spent and reported on by 31st July 2022.	£12,936.99

## 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>	53%
<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>	53%
<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>	53%
<p><b>What percentage of your current Year 6 cohort perform safe self-rescue in different water-based situations?</b></p>	95%
<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>	Yes

## 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:		
<b>Key indicator 1: The engagement of <u>all</u> pupils in regular physical activity – Chief Medical Officers guidelines recommend that primary school pu*pils undertake at least 30 minutes of physical activity a day in school</b>			Percentage of total allocation:	
			%	
Intent	Implementation	Funding allocated:	Impact	Sustainability and suggested next steps:
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:		Evidence of impact: what do pupils now know and what can they now do? What has changed?:	
Provided the chance to learn new skills by offering in a variety of different clubs and activities to all children in the school.	Employ trained sports coach to offer after school clubs. This will give the children the opportunity to improve their PE skills using correct techniques, fitness levels as a result of increased activity levels, increased and targeted physical activity time and active learning opportunities	£7006 for the after school coach.	After school clubs have been offered to Years 1-6 that have been well attended. We have some increase of fitness and ability of skills from the children who have attended these clubs.	Continue to provide opportunities for the children to learn new skills and compete against others.
Purchase new equipment for lunch time use so that the children are engaged and participating in physical activity.	After receiving the course from the trained the trained sports coach, it was highlighted that we need to purchase equipment in order to offer the games and activities. The equipment was purchased at the end of the academic year.	£179.09	The equipment arrived at the end of academic year so we will see the impact at the start of next year when the lunch time activities begin.	Begin lunchtime activities in September.

Purchase new equipment for the Foundation Unit in order to help the children achieve the basics in agility, balance and coordination whilst achieving their daily physical activity guideline time.	Assess the foundation unit to see what resources are required to improve the children's physical activity time. Order and purchase the equipment.	£595.50	The equipment will arrive just before the summer holidays so the impact will be seen in the next academic year.	Next year, use the equipment in the Foundation Unit.
<b>Key indicator 2: The profile of PESSPA being raised across the school as a tool for whole school improvement</b>				Percentage of total allocation: %
<b>Intent</b>	<b>Implementation</b>		<b>Impact</b>	
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:
Children and staff are proud to be involved in sports and physical activities.  Increase the participation of children and physical activities.  Acknowledge the children's achievements in assemblies and through social media.  Promote the achievements and range of activities on social media, through newsletters and assemblies.	Get parental consent to enable photos on social media / newsletters.  Liaise with staff to maintain the positive attitude towards PESSPA.  Each class updates their social media to promote PESSPA and the children's achievements.  Give information regarding PESSPA to the SLT who shares the children's achievements in the values assemblies rewarding them with stickers.  Pictures are put on virtual learning pages to help inspire and motivate the children.	N/A	Children talk about their achievements and are proud that they appear on the school's social media.  Children are proud to receive their sports award in front of the rest of the school.  Children are becoming more motivated for PESSPA.  By sharing their home learning, we saw more children becoming involved with PESSPA throughout the lockdown.	Staff need to remain constant and consistent with their promotion of PESSPA on class pages.

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:
To increase the knowledge of the Sports coach and Subject leader of PESSPA and the current guidance. Notts PPA and Sports Conference.	Attend a conference to gain information how to take PESSPA forward and help to improve out school.	£55.00	SLT are becoming more visible in regards to the promotion of PESSPA, meaning the children are seeing the importance of PESSPA.  We ensure that our celebrations began again when assemblies were reinstated making sure all levels of achievement were celebrated.	Continue to promote PESSPA through assemblies.  SLT to promote the importance of PESSPA.
Midday Supervisors are upskilled so during lunchtimes they can engage the children in physical activities.	The midday supervisors partake in a training course to upskill them with ideas that can get children engaging in physical activities.  Purchase the equipment required for this to happen.	Within the School Games Partnership.	This was only able to happen during the last few weeks of the school year. The impact will be seen in September the following academic year.	Having purchased equipment and trained up the midday supervisors begin Active lunch times from September.
Staff require knowledge regarding supporting the Primary Steps programme so it can be used to support the Royal Ballet School staff so that the children have the best support they can when learning ballet.	Attend CPD: Royal ballet so that knowledge is gained.	£155.25	Staff members have knowledge of the programme and are able to support the Royal Ballet Staff. This knowledge is then used to help children who have been selected to attend a further course of tuition.	Providing the Royal Ballet School offer the course next year we will continue to be a part of the project.

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:
Offer a range of After School clubs so that the children can experience a wider range of sports.	Employ trained sports coach to offer after school clubs. This will give the children the opportunity to improve their PE skills using correct techniques, fitness levels as a result of increased activity levels, increased and targeted physical activity time and active learning opportunities	Use the sports coach. Cost accounted for in Key indicator 1.	After school clubs have been offered to Years 1-6 that have been well attended. We have some increase of fitness and ability of skills from the children who have attended these clubs.	Continue to provide opportunities for the children to learn new skills and compete against others. Next year, using the information from the Pupil Voice questionnaire to offer the afterschool clubs that the children would like.
Children take part in a competitive sports day in front of a crowd.	Hold school sports days where the children are split into ability races. This gives all the children the chance experience a competitive event whilst offering all children the chance to succeed. The children will be rewarded with a sticker and a certificate for the participation and placement.	Stickers £26.66	The children enjoyed participating in competitive events and enjoyed receiving their stickers and certificates in front of all the parents. The rewards encouraged the children to push themselves even more in order to try and win.	Next year have another sports day and invite parents. We will look at the layout and timings to see if we can get more races in for all the children.
Offer Top up swimming lessons for Year 6 to help them experience and become more confident with swimming.	Contact the local leisure centre to book in transport and a time that the year 6 can attend for additional swimming lessons.	£1788	The children are becoming more confident with swimming and their enjoyment with the activity is increasing.	Next year offer top up swimming to children who require have not met the required level of swimming.

<p>Purchase equipment so that the children can participate in a greater range of sports and activities.</p>	<p>Purchase a variety of Athletic equipment, different types of balls so that the children can use these to experience a wider range of</p>	<p>£2039.38</p>	<p>The children have experience a wider range of sporting activities and their enjoyment in PESSPA has increased. This has been displayed through their responses of the children's voice questionnaires.</p>	<p>Purchase more equipment to be able to offer a wider range of sporting activities and experiences for the children.</p>
<p>After analysis, we realised that the Foundation unit's resources were not fully offering a wide variety of sports and activities. We are will purchase equipment to offer the children the chance to experience a broader range of sports and activities.</p>	<p>The foundation team will see what resources they need so that the children have the chance to a broader range of sports and activities. These resources will then be purchased.</p>	<p>£592.11</p>	<p>This order was put in at the end of the school year and the resources will be here in time for start of the next academic year. The impact will be seen next year but we predict that the children are more engaged in a wider range of sports and activities.</p>	<p>The equipment will be available to use when the children come back in September.</p>

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:
Join the School Games Partnership which offers many different opportunities to participate in a variety of different sports.	Complete the entry form then engage with the different sports and competitions that are offered.	£500	Children participated in a variety of different sports and competitions even throughout lockdown.	Continue to use resources packs provided moving forwards in 2021-22, particularly in ASC situations and taking on Personal Best challenges.  Participate in more competitions through the Schools games scheme to allow the children the opportunity to experience competitive events.

Signed off by	
Head Teacher:	
Date:	
Subject Leader:	Mr Moore
Date:	27 <sup>th</sup> July 2022
Governor:	
Date:	