

# 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 2020/21	£0
Total amount allocated for 2021/22	£18,790
How much (if any) do you intend to carry over from this total fund into 2022/23?	£0
Total amount allocated for 2022/23	£18,790
Total amount of funding for 2022/23. To be spent and reported on by 31st July 2023	£18,790

## 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>	Current Year 6 missed some swimming sessions due to COVID
<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>	92%
<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>	65%
<p><b>What percentage of your current Year 6 cohort perform safe self-rescue in different water-based situations?</b></p>	100%
<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: 2021/22		Total fund allocated: £18,786		Date Updated: 31.5.22	
<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: 74%
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>100% engagement in PE lessons.</p> <p>Provide a varied curriculum providing opportunities for all pupils to engage in physical activity and develop their physical skills.</p> <p>We have high expectations for pupils in PE to enable them to reach their potential and develop lifelong healthy lifestyles.</p> <p>To provide all pupils the opportunity to engage in Forest school activities in order to play and explore whilst being supported to take risks. This develops gross and fine motor skills and team building skills.</p>	<p>Timetabled PE lessons delivered by specialist PE Teaching Assistants.</p> <p>Specialist Teaching assistants support delivery of a varied PE curriculum. E.g. dance, swimming, gymnastics, athletics, football, multiskills.</p> <p>SLT to ensure all classes are taking part in daily mile/ brain Gym</p> <p>Whole school approach to healthy lifestyle and activity. Sports curriculum is valued by SLT.</p> <p>Staff trained in Forest School. Early Years &amp; targeted groups Pastoral Teaching Assistant targets vulnerable pupil.</p>		<p>2 staff 5.5 hours PE per week £8,450 (taken from school Budget)</p> <p>Forest School – Pastoral worker 2 hrs per day £1500 + 1 more staff member to be trained</p> <p>£11,525</p> <p>3 x staff 5 hrs per week after school clubs</p>	<p>Improved concentration, behaviour. Pupils can throw, catch, play team games such as football, dodgeball.</p> <p>Sports week – whole school daily mile – video evidence</p> <p>It is acknowledged that due to COVID 19 restrictions indoor physical activity / PE lessons did not take place however these were replaced by more outdoor activities delivered in class bubbles.</p> <p>Award assemblies / newsletters shout outs and awards .</p>	<p>Baseline Assessments – now purchased scheme Getset4pe which has assessment tool - need to implement.</p> <p>CPD for all staff – purchased Association of PE membership – renew annually.</p> <p>Complete an audit of provision.</p> <p>All classes to take part in daily mile and / or brain breaks in classroom</p> <p>More staff to be forest school trained – currently 2 trained</p> <p>Pupil Voice – undertake Bounce Together pupil Surveys</p>

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Provide a variety of free after school sports clubs such as cricket, football and gymnastics.			2 year olds have more opportunities for structured activity and improving gross motor skills	annually
Improve Early Years outdoor area to provide more physical activities	New bikes purchased for 2 year old unit to use on bike track purchased from capital budget	£900	Pupil Voice / Bounce together survey – complete at start of academic year and again towards end of year	Continue with free after school clubs to maximise participation
Introduce Baseline assessments in order to monitor progress more effectively				Continue working towards Platinum Sports award.
Audit of Provision			Waiting lists for clubs – shows popularity children want to engage. Over 100 pupils attended sports clubs in academic year 21/22	
All Classes take part in daily mile or brain gym				
More Forest school trained staff				
Return to pre-COVID levels of club participation.				

**Key indicator 2: The profile of PESSPA being raised across the school as a tool for whole school improvement**

Percentage of total allocation: 7%

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:
Specialist PE Team raises the profile of PE through regular events and assemblies.	PE Team organise regular whole school fun events such as mile run, sports week.	£1450	Increased participation in a variety of whole school events.	Continued CPD for specialist PE team and all staff through Association for PE – renew annually after evaluation of first year membership.
Link with Hathershaw via Sports Cluster – weekly competitions. EJ attends termly meetings where the	Reports and feedback to whole school via newsletters and assemblies		Improving height / weight data for pupils	
			Improvement in physical and	Continue links with Hathershaw

<p>termly structure/theme for competitions is discussed.</p> <p>Whole staff on board with healthy lifestyle and physical activity messages</p>	<p>Apply for Platinum sports mark.</p> <p>Training and support for Lunchtime staff to raise profile of healthy eating - provide stickers for pupils trying new / healthy foods.</p> <p>Re-introduced sports leaders</p> <p>Lunchtime sports activities – undertaken audit of provision and lunchtime equipment audit.</p>		<p>mental health of pupils</p> <p>Improved behaviour and teamwork of pupils.</p>	<p>for sharing good practice/ resources and CPD</p> <p>Continue working towards Platinum Sports Mark.</p> <p>Train sports leaders for September 22</p> <p>Provide training for Lunchtime staff to engage with healthy eating and playground activities.</p>
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Key indicator 3: Increased confidence, knowledge and skills of all staff in teaching PE and sport				Percentage of total allocation:
				0.8%
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:
Identify training needs for all staff and provide suitable and relevant CPD opportunities.  Provide support & CPD in delivery of PE for NQTs – in house & NQT Induction  Continue to provide quality PE lessons and extra curricular activities through specialist staff	Subject leaders to liaise with all staff to identify training needs.  SLT to support opportunities for CPD  NQT mentors ensure NQTs are confident in delivery of PE and are provided with CPD and support  Specialist gymnastics staff for after school clubs  Association of Physical Education Membership £180 per year	£150	Confident staff High quality PE lessons and after school clubs Consistent staff within specialist PE team develop good relationships with each other, other staff and pupils.	
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:



<p>Maintain links with Hathershaw to provide range of opportunities through competitions</p> <p>Provide a wide and varied curriculum offering a number of sports and games both indoor and outdoor</p> <p>Many Pupils do not have outside space at home – we provide the opportunity to develop a love of sport and show pupils a range of sports to try.</p> <p>Give pupils confidence to try new activities</p> <p>Intention to return to pre-Covid levels of participation in activities / competitions</p>	<p>Hathershaw college partnership provides opportunities for a wide variety of sports e.g. athletics, football, gymnastics, BOCCIA, hockey, water polo, Futsal</p> <p>Indoor PE – dodgeball, Handball Outdoor PE – athletics, football, gymnastics after school club</p> <p>Signpost to local sports clubs and activities via weekly newsletter</p> <p>Also OAFC and Hathershaw provide opportunities for our pupils to play football on our pitches</p> <p>Provide PE kits for targeted pupils for PE lessons</p>	<p>£1250 as above Hathershaw</p> <p>Cost of kits £200</p>	<p>Pupils are confident and enthusiastic in participation in various sporting events.</p> <p>Successful competitions</p> <p>Waiting list for pupils to join sporting after school clubs</p> <p>Improved competence and skills of pupils in gymnastics, football, dance etc</p>	<p>Maintain links with Hathershaw</p> <p>Maintain free extra curricular activities</p>
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<p><b>Key indicator 5: Increased participation in competitive sport</b></p>				<p>Percentage of total allocation:</p>
				<p>%</p>
<p><b>Intent</b></p>	<p><b>Implementation</b></p>		<p><b>Impact</b></p>	
<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>	<p>Sustainability and suggested next steps:</p>
<p>Continue to attend Hathershaw Cluster to ensure attendance at local and</p>	<p>Provide transport to and from competitions – mileage / staff car</p>	<p>£</p>	<p>Increased pupil confidence, team</p>	<p>.</p>



<p>regional school competitions.</p> <p>Participation is back to pre covid levels</p>	<p>insurance. Previously relied on taxis but often late / unreliable. Ensures arrive at competitions in good time. EJ attendance costs approx. 1 hr per term.</p>		<p>work skills, learn about winning and losing. Builds self confidence. Increases stamina and physical health.</p>	
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Signed off by	
Head Teacher:	
Date:	
Subject Leader:	
Date:	
Governor:	
Date:	