

# 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	£
Total amount allocated for 2020/21	£
How much (if any) do you intend to carry over from this total fund into 2021/22?	£1,692
Total amount allocated for 2021/22	£16,520
Total amount of funding for 2021/22. To be spent and reported on by 31st July 2022.	£ 27,802

## 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>	
<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 2020.</p> <p>Please see note above</p>	TBC%
<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>	TBC%
<p><b>What percentage of your current Year 6 cohort perform safe self-rescue in different water-based situations?</b></p>	TBC%
<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>	<b>Yes – swimming lessons in Years 3,4,5,6: 40 sessions over the course</b>



## 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: 27,802		Date Updated: 03/02/2022	
<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					Percentage of total allocation: <b>15%</b>
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:
<b>To provide supervised games during school lunchtimes (12.20 – 1:15) Monday - Friday</b>	<ul style="list-style-type: none"> <li>• <b>Coach on playground each lunchtime to provide supervision and guidance for football, basketball etc.</b></li> </ul>		£4180	<ul style="list-style-type: none"> <li>• <b>Children enjoy supervised, refereed sports</b></li> <li>• <b>Good sporting behaviour is promoted</b></li> <li>• <b>Children have increased physical activity</b></li> </ul>	<ul style="list-style-type: none"> <li>• <b>To increase the variety of supervised sports – some directly supervised, some child-led</b></li> <li>• <b>To plan the timetable to include activities for key stage 1</b></li> </ul>

Key indicator 2: The profile of PESSPA being raised across the school as a tool for whole school improvement				Percentage of total allocation: (% as key indicator 3)
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:
<b>Whole-school focus on the development of PE over the years 2021-2023 to ensure that there is a legacy of PE teaching knowledge. From this, a new approach to the content and teaching of PE will develop vocabulary and an improved knowledge of progression in Physical Education,</b>	<b>Real PE training programme to include training for a teacher to oversee pupil training for leaders in sport.</b>	<b>£ (as key indicator 3)</b>	<ul style="list-style-type: none"> <li>• <b>Children will have a clear understanding of the progression of skills in PE</b></li> <li>• <b>Children will be able to evaluate themselves and others effectively, using appropriate criteria</b></li> <li>• <b>Children will develop skills of evaluating each other in a constructive way. This will link to the school values and REAL PE learning objectives</b></li> </ul>	<ul style="list-style-type: none"> <li>• <b>REAL PE is a two-year programme</b></li> </ul>

Key indicator 3: Increased confidence, knowledge and skills of all staff in teaching PE and sport				Percentage of total allocation: 18%
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>To provide staff training and support for the REAL PE approach (Real Dance, Real PE, REAL Gym) so that teachers can increasingly take responsibility for the teaching of PE skills. This is a two-year commitment 2021-2023</p>	<ul style="list-style-type: none"> <li>• Whole-staff INSET training to introduce the REAL PE approach and training</li> <li>• Paired teaching showcases during 2021-2022 to show staff REAL GYM teaching</li> </ul>	<p>£4995 (for whole – year REAL PE input)</p>	<ul style="list-style-type: none"> <li>• Staff can take lessons to teach children basic fundamentals of dance, gymnastics, competitive games</li> <li>• There will be a legacy of PE teaching skills/supporting skills for all staff</li> </ul>	<ul style="list-style-type: none"> <li>• Project will run into second year, where staff will take over aspects of the PE curriculum focussing on the core aspects of Agility, Balance, Co-ordination</li> <li>• Staff will be able to plan and assess effectively</li> </ul>
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**Key indicator 4:** Broader experience of a range of sports and activities offered to all pupils

Percentage of total allocation: 43%

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>	<p>Sustainability and suggested next steps:</p>
<p>Additional achievements:</p> <p><b>Pupils in both key stages given the opportunity to take part in after-school clubs with a range of sports</b></p> <p><b>Pupils in both key stages have dedicated PE lesson coaching with qualified coaches</b></p> <p><b>Weekly Forest School lessons for children in EYFS/Key Stage 1</b></p>	<ul style="list-style-type: none"> <li>• <b>Sports club for each class – 1 hour per week focussing on multi-skills initially (outdoor sports)</b></li> <li>• <b>EYFS/Key Stage 1 have 1 hour PE lesson per week</b></li> <li>• <b>Years 3 /4 and Years 5 and 6 taught separately (1 hour per week)</b></li> <li>• <b>Total of 3 hours PE lesson Coaching per week</b></li> <li>• <b>Teamwork and resilience developed and link to</b></li> </ul>	<p>£2340</p> <p>£3510</p> <p>£3900</p>	<ul style="list-style-type: none"> <li>• <b>Children can take part in physical activity after-school</b></li> <li>• <b>Children can build on skills from PE lessons</b></li> <li>• <b>Children are healthy and physically active</b></li> <li>• <b>Children develop mindfulness and appropriate physical skills</b></li> </ul>	<ul style="list-style-type: none"> <li>• <b>Sustained throughout year</b></li> <li>• <b>Change choice of sports dependent on season</b></li> </ul>

	<p><b>Science</b></p> <ul style="list-style-type: none"> <li>• <b>Selected physical activities and skills as part of lessons</b></li> <li>• <b>Mindfulness development</b></li> </ul>		<p><b>in the running of the Forest School lessons</b></p>	
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Key indicator 5: Increased participation in competitive sport				Percentage of total allocation:
				4%
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:
<b>To give as many opportunities as possible for children in our small, mixed-aged school to take part in as many competitive sports as possible. This will develop team-work, resilience, creativity.</b>	<ul style="list-style-type: none"> <li>• Cross-country events (x2)</li> <li>• Floorball (mixed team, girls team) September – March matches against schools in cluster</li> <li>• Sports Hall Athletics</li> <li>• Swimming Gala (Years 3-5) with Worcestershire schools</li> <li>• Football (with cluster schools)</li> </ul> <b>Other sports as applicable.</b>	<b>£ clothing - £200</b>  <b>Equipment for Floorball £200</b>  <b>Transport: £600</b>	<ul style="list-style-type: none"> <li>• Development of appropriate skills (some sports specific, some such as Agility, Balance, Co-ordination)</li> <li>• Develop skills of team-work, listening to feedback, developing skills</li> <li>• Representing the school and experiencing</li> </ul>	<ul style="list-style-type: none"> <li>• Develop in-school competitive activities within lessons (e.g., through Real PE training) over the course of the 2021-2023 academic years.</li> </ul>

Signed off by	
Head Teacher:	Mark Jackson
Date:	04/01/2022
Subject Leader:	Mark Jackson
Date:	04/01/2022
Governor:	
Date:	