

Evidencing the Impact of the Primary PE and Sport Premium

Website Reporting Tool
Revised November 2019

Commissioned by



Department
for Education

Created by



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It is important that your grant is used effectively and based on school need. The [Education Inspection Framework](#) (Ofsted 2019 p64) 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 criteria](#) (p41) inspectors consider the extent to which schools can articulate their curriculum (INTENT), construct their curriculum (IMPLEMENTATION) and demonstrate the outcomes which result (IMPACT).

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

Please visit 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 as well as on the impact it has on pupils’ PE and sport participation and attainment by the end of the summer term or by **31st July 2020** at the latest.

Support for review and reflection - considering the 5 key indicators from DfE, what development needs are a priority for your setting and your pupils now and why? Use the space below to reflect on previous spend and key achievements and areas for development.

Key achievements to date until July 2022:	Areas for further improvement and baseline evidence of need:

Meeting national curriculum requirements for swimming and water safety.	
What percentage of your current Year 6 cohort swim competently, confidently and proficiently over a distance of at least 25 metres? N.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.	
What percentage of your current Year 6 cohort use a range of strokes effectively [for example, front crawl, backstroke and breaststroke]?	
What percentage of your current Year 6 cohort perform safe self-rescue in different water-based situations?	
Schools can choose to use the Primary PE and Sport Premium to provide additional provision for swimming but this must be for activity over and above the national curriculum requirements. Have you used it in this way?	

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: 2021/2022	Total fund allocated: £17,335.00 Carry forward: (£10,623.99 to carry forward) Projected costs: Total £20,533.70	Date Updated: January 2022		
Key indicator 1: The engagement of <u>all</u> pupils in regular physical activity – Chief Medical Officer guidelines recommend that primary school pupils undertake at least 30 minutes of physical activity a day in school				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: £7,320	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"> To monitor individual and class levels of PA and to develop opportunities to engage less active children in new activities 	<ol style="list-style-type: none"> To carry out a national survey about levels of activity and target less active groups and classes with coach and sports leader lead clubs and new Forest School club, 2 half terms of dance specialist teacher per class Carry out timetable audits for classes not achieving allocated amounts of activity To increase and formalise dog walking groups and link to C4L To encourage class teachers to incorporate active learning in their daily programmes through 	Subject leadership time £ 250 PH sports – Key stage 1 Multi sports club and Key stage 2 Indo boards, Ultimate Frisbee and Basketball (see indicator 4) Extra provision for financial support to fund	<ul style="list-style-type: none"> Forest school club established and is targeting less active and emotionally vulnerable children (24 children so far) PH sports running weekly lunchtime club with handball, basketball, Frisbee (key stage 2) and multi sports key stage 1 	

	staff meetings and to have a sample "Active Maths" session with maths co-ordinator.	non club attenders £200 Forest Schools curriculum for all 31 x £80= £2480 and club sessions for identified students 31 x £40 = £1240 Dance sessions 2 classes per week £90 per week for 35 weeks = £3,150		
Key indicator 2: The profile of PESSPA being raised across the school as a tool for whole school improvement				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: £3574.70 Funding used:	Evidence of impact: what do pupils now know and what can they now do? What has changed?:	Sustainability and suggested next steps:
To engage PH sport to support subject leader development in order to develop robust systems and policies <ul style="list-style-type: none"> Choose and implement new curriculum for Games offering more challenge than existing one 	Subject leader to continue work with PH Sports to become ready for Deep Dives and then implement changes and then monitor <ul style="list-style-type: none"> PE lead to investigate possible schemes and establish this throughout the school 	2 days cover (£500)+ PH Sports charge (£248.50 so far £151.50 to pay)	PE lead continues to be part of a pilot study to trial mock `Deep Dives`. 1 st stage is complete and an audit has been made and an action plan drawn up. Monitoring sessions to follow	

<p>To encourage all classes to provide active opportunities over and above the 2 hours curriculum PE through initiatives such as:</p> <ul style="list-style-type: none"> • Daily mile • Lunchtime clubs • Wellbeing Walks • Active Literacy/Numeracy sessions • Fit breaks in class 	<p>Staff meeting to focus staff on building PA into the curriculum. To include:</p> <ul style="list-style-type: none"> • sharing of ideas • Dissemination of Active Literacy /Numeracy training(IF) 		<p>Achieved – trained 5 leaders October 2021</p>	
<p>This is to be measured in some way and encouraged through weekly awards for the most active class.</p>	<p>Discuss the award system- `active class of the week</p>	<p>CPD –active learning- staff meetings</p>		
<p>Sports Leaders and coaches to run lunchtime clubs for KS1</p>	<p>Setting up of lunchtime clubs run by sports leaders and outside coaches (basketball, tennis dog walking etc). Leaders to be supervised by allocated lunchtime supervisor to run clubs for yr 1 and 2 x 2 per week</p>	<p>2 x 30 mins LS per week £12.66 x 20 = £253.20 Payment of coaches for lunchtime clubs see indicator 4)</p>		
<p>Monitor teaching and learning in PE lessons throughout the school with focus on</p> <ul style="list-style-type: none"> • level of activity in lessons • appropriateness of resources 	<p>Subject leader to meet with teachers to discuss PE / survey strengths and weaknesses and to carry out learning walks</p>	<p>2 days cover (£500)</p>		
<p>To make an inventory of equipment</p>	<p>Subject leader to check equipment</p>	<p>£ 1000</p>		

and purchase equipment as necessary	and ask staff for requests and to order equipment			
Rebuild Long jump pit	Builders to re-construct the Long jump pit	£ 900		
To introduce weekly Forest School sessions to give children the opportunity to explore the outdoors and improve wellbeing.	To employ a trained person to deliver weekly sessions on a rolling basis so that all children have the opportunity to experience Forest School.	See indicator 1	Sessions running on a weekly basis. Each class to have a half term block each year	
To continue with Play therapy/yoga sessions for identified groups	2 groups to receive weekly sessions from Therapist Sept – November (6 weeks)	Play therapy £770	Sessions completed and very successful. Targeted children have benefitted and are employing strategies learned	
To seek funding and develop sports sanctuary for all children to access	To work with a parent to access funding to develop sports sanctuary			

Key indicator 3: Increased confidence, knowledge and skills of all staff in teaching PE and sport				Percentage of total allocation:
				7%
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: £3699</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>Staff have identified CPD needs through survey and subject leader to provide training opportunities for:</p> <ul style="list-style-type: none"> • Subject leadership update • Gymnastics- all staff • EYFS- Yr R teacher • Active Literacy/Maths- maths and English subject leaders • To employ coaches for inset ideas/model sessions for specific games/dance as identified by individual staff. 	<ul style="list-style-type: none"> • See above (Bronze Audit) • Gymnastics: Head over heels resource- `Teaching Gymnastics in PE`. On line learning 8hrs to be implemented initially through a staff meeting and then as a disaggregated INSET day for all staff and HLTA- paid for but training delayed until this year due to COVID • Active Learning- PH sports to deliver sample sessions to Maths and PE lead • PH sport coach to deliver curriculum to 2 classes per term and implement CPD programmes through these sessions 	<p>Gym inset: £201.99 paid in 2020/2021 but training pending</p> <p>PH Sports coach delivering inset weekly sessions £3699</p> <p>See indicator 1</p>	<p>Ongoing sessions on weekly basis being well received</p>	

	<ul style="list-style-type: none"> Dance teacher to lead 2 class sessions per week and implement CPD through these sessions 		Sessions underway and going well	
Key indicator 4: Broader experience of a range of sports and activities offered to all pupils				Percentage of total allocation:
				%
pils				
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: £2290	Evidence of impact: what do pupils now know and what can they now do? What has changed?:	Sustainability and suggested next steps:
<p>Additional achievements:</p> <ul style="list-style-type: none"> Maintain extra-curricular club timetable Introduce new lunchtime clubs Increase curriculum activity-maximising 2 hr allocated time Offer Dance club as curriculum activity session Build in mindfulness/wellbeing activities to the curriculum 	<ul style="list-style-type: none"> Employ coaches for multi sports and tennis. Train sports leaders for multi skill sessions for key stage 1 children Use of national cricket initiatives such as taster days, assemblies and festivals Curriculum Dance sessions for all students Netball and rounders club run by HLTA 	<p>Lunch time and after school Coaches x 2 hrs per week £1849-£1849 parental contributions = £0</p> <p>Netball/Rounder Club run by HLTA £450</p>	<ul style="list-style-type: none"> lunch time clubs include extra tennis, handball, Frisbee basketball and active games. Dance club ran for Autumn term Forest school established Daily mindfulness activities established for all children 	

<ul style="list-style-type: none"> Swimming lessons for older children who have not reached the expected levels Life-saving sessions for children who have achieved the expected levels for swimming To introduce Forest School sessions throughout the school 	<ul style="list-style-type: none"> Transport and instructor costs for swimming and life- saving sessions To employ a trained person to deliver weekly sessions 	<p>£ 2500- £660=£1840 parental contributions</p> <p>See indicator 1</p>		
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Key indicator 5: Increased participation in competitive sport				Percentage of total allocation:
				0%
Intent	Implementation		Impact	
<p>Your school focus should be clear what you want the pupils to know</p> <p>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: £1550</p> <p>Funding used:</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>
<ul style="list-style-type: none"> To provide increased intra activities for all children to make up for covid restrictions on inter sport To monitor participation of all key stage 2 children in inter school events and to create opportunities for all children to experience at least one inter school event 	<ul style="list-style-type: none"> School competitions to be extended in a range of activities to be scheduled on a fixture list. Some events to be lead by sports leaders and older classes. To re-instate the annual swimming gala as part of the curriculum sessions School to engage in as many inter sch fixtures as possible and to seek out opportunities beyond the pyramid events where there is a shortfall of choice. 	<p>Subject Leader time £ 250</p> <p>Pool hire £ 100 Transport costs £200</p> <p>Supply cover to enable staff to take teams away to events during the school day and transport £1000</p>	<p>Covid restrictions have impacted on intra competition – leaders prepared a sports day for key stage 1 but it was cancelled</p> <p>Davison cup football match 8 yr 5 and 6 pupils 1 match so far 2 tournaments cancelled due to COVID</p>	

Signed off by

Head Teacher:

Date:	
Subject Leader:	Sarah Salisbury
Date:	
Governor:	
Date:	