

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 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 allocated for 2022/23	£18020
Total amount of funding for 2022/23.	£18020

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. 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	
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 2022. Please see note above	83%
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	63%
What percentage of your current Year 6 cohort perform safe self-rescue in different water-based situations?	63%
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?	Yes/ 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: 2020/21	Total fund allocated:	Date Updated:		
<p>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</p>			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 an inclusive, fun, vigorous and high-quality physical education curriculum which inspires all children to succeed.	Ensure regular physical activity is promoted for all pupils but through detailed monitoring of PE assessments, offer children identified as Able, Gifted and Talented in sport additional opportunities to ensure their talents are developed further. Allocation of 2 hours per week dedicated toward physical education. Now all taught by teaching staff as a result of coaching in previous years.	£1500	PE subject leader release time to monitor and to attend appropriate training took place. This had an impact on the content and enjoyment of PE lessons. PE lead time used to look at curriculum coverage and assessments. PE lead monitoring of coverage and progression	
Provide opportunities for all our children to develop their physical, cognitive, and emotional skills through high-quality physical education. Provide a clear and progressive learning journey which offers children the	Using the comprehensive PEHUB resource to support teachers in the delivery of high quality, inclusive PE. Use progressive lesson plans which build on previous year	£525	PE lessons are now sequenced to cover the whole National Curriculum and allows for progression across skills and year groups.	Continue PE hub support and planning to identify next steps

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<p>opportunity to build on previously learnt skills to secure mastery.</p>	<p>groups' skills and experiences. Revisiting skills/sports throughout key stages. Provide staff with inhouse CPD on how to provide differentiation to challenge and support SEND/GD.</p>	<p>£3750 package</p>	<p>Package used to deliver in school and external workshops and support. This has aided school in achieving the Health School Standard for the first time. Workshops include healthy lifestyles. Play leader training also took place as part of this</p>	
<p>Ensuring all children feel they can achieve in PE no matter their skill level of physical disability</p>	<p>To use sport and physical activity to support the development of those with physical needs and raise the confidence and self- esteem of groups of identified SEND children.</p>	<p>£2000 – Villa Vitality (1 term trial)</p>	<p>This meant the children in Year had access to high quality coaching for certain sports and that children could try out a range of Common Wealth Games related activities that were not on the curriculum including activities such as: boccia and curling. Many other children use the skills from after school provision to now play for local teams.</p>	
<p>Target less-active children for extra-curricular opportunities.</p>	<p>Interventions led by Aston Villa to support phonics, maths and social interaction through PE and sport</p>			
<p>Introduce new sports into the curriculum to engage all children</p>	<p>Broader experience of a range of sports and activities offered to all pupils – Use Kick Start Academy to allow children to experience new and unusual sports within school</p>	<p>£4912.50 – KSA After school provision</p>	<p>High quality teaching and supporting SEND whole staff CPD took place. PE lessons have been better planned this year and delivered to a good standard. Children enjoy PE and are beginning to make good progress in skills development. Teaching staff have benefited from modelling of good teaching PE subject lead was well supported. Clear plans are in place which have been shared</p>	

Free after school provision (One 5 week block offered to every pupil in school) to ensure children are exposed to extra curricular sports that they would not usually do		£1350	with staff Interventions used to support maths progress and phonics progress in Year 2 for those children behind peers	To develop further breakfast, lunchtime and after school club sporting activities.
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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:

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:
The profile of PE and sport being raised across the school as a tool for whole school improvement - For our children to have the opportunity to realise developmental, character - building experiences through sport, competition and active pursuits. Provide the best possible PE curriculum which ensure skills in a broad range of sports are clearly sequenced to ensure progression.	Plan a series of activities that promote challenge and character building to increase children's resilience. Use FFT for rigorous assessment, providing staff with clear data regarding attainment, progress and to help inform next steps for delivery. Monitor planning and quality of teaching through regular lesson visits.	£500	School games gold achieved Assessment in place to identify those children falling behind peers in activities and sports. PEHub differentiation used to target of track children.	Continue to work towards platinum

Provide children with a voice in PE	Provide regular opportunities for children to share their learning and questions during PE lessons.		Plat Leader training Took place for 12 children across Year 4 and 5. PE star introduced weekly	
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Key indicator 3: Increased confidence, knowledge and skills of all staff in teaching PE and sport	Percentage of total allocation:
	43% -

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:
Employ a qualified, expert sports coach to support and model in lessons – Autumn 1 only	Support with Gymnastics and dance CPD for staff with less confidence in these areas	£2000	This did not take place in the format predicted. Villa and Spark Active were used to offer this CPD to staff instead of employing someone directly	Spark active to continue to support 2x teachers next year per half term.
Subject Leader CPD to focus on Ofsted preparation and effective observation and coaching	(6x CPD sessions from Kingsbury Spark Active) Take part in subject leader development groups offered by Kingsbury and practical workshops linked to different sports to feed back to staff	£3750 – Package price		
CPD for staff high quality PE and differentiation	For our children to have the opportunity to realise developmental, character -building experiences To develop further breakfast,	£3750 – Package price	OAA, High quality teaching and supporting SENd CPD for all staff took place during staff meetings.	

Broader experience of a range of sports and activities offered to all pupils	lunchtime and after school club sporting activities. x5 after school sports clubs per week . Ensure that children of every age group have the opportunity to access extra-curricular clubs.	£4912.50 – KSA After school provision	Cluster and MAC sports activities taken part in to allow school to gain Gold Sports Award.	
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Key indicator 4: Broader experience of a range of sports and activities offered to all pupils 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?:
Dance and Cheerleader Leader Training for children	Leaders trained to run structured lunchtime activities	£3750 – Package price	Cluster and MAC sports activities taken part in to allow school to gain Gold Sports Award.
Provide children the opportunity to compete in a range of sports through our School Games connection.	Sign up to a variety of sports through our School Games connection, especially targeting those children who participate least		
Ensure continuous sports provision and physical activities offered to all children during break times.	Playground sports equipment will be re-stocked when required to enabled our appointed play coordinators to promote a varied range of sports and physical activities during lunch times Ensure that our newly introduced	£1000	Children enjoy learning new sport and accessing appropriate resources. This area was overspent by £1500 to allow the purchase of outdoor table tennis table and equipment.

<p>Continue to provide swimming proficiency, including water safety.</p> <p>Learning how to ride a bike in EYFS.</p>	<p>'Play Pods' are re-stocked when required to encourage physical activity and creative play through the use of junk.</p> <p>Continue to take KS2 to weekly swimming sessions and ensure an additional class is attending swimming each year to improve water confidence and outcomes</p> <p>All 30 children in EYFS received balance bike training.</p>	<p>£560</p>	<p>2x classes now go swimming throughout the year to ensure more children achieve 25m</p>	
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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:
Membership to Spark Active Increased participation in competitive sport	To offer the children opportunities to represent the school in competitive sport. Ensure that our school regularly participates in competitive sport opportunities between, House groups and other schools. Appoint Sports Captains, who will write match reports and blogs to ensure the profile of our sporting achievements is raised in the community.	£3750 – Package price £100-200		

Signed off by	
Head Teacher:	
Date:	
Subject Leader:	
Date:	
Governor:	
Date:	