

Evidencing the impact of the Primary PE and sport premium

Website Reporting Tool

Revised July 2021

Commissioned by



Department
for Education

Created by



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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 carried over from 2019/20	£3,775
Total amount allocated for 2020/21	£18,107
How much (if any) do you intend to carry over from this total fund into 2021/22?	£11,500
Total amount allocated for 2021/22	£18,089
Total amount of funding for 2021/22. To be spent and reported on by 31st July 2022.	£29,589

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>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</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>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.</p> <p>Please see note above</p>	68%
<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>	68%
<p>What percentage of your current Year 6 cohort perform safe self-rescue in different water-based situations?</p>	68%
<p>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?</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:		
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			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:
<ul style="list-style-type: none"> Raise the profile of physical activity during lunchtimes by training lunch time staff and investing in high quality equipment. Encourage active travel to school. 	<p>Improve physical and mental well-being through promoting an active school day.</p> <p>Provide regular planned activities for children during break and lunchtime to engage reluctant pupils. Order equipment/packs for Playground zones.</p> <p>Join WOW Walking to School Challenge.</p>	£9,000	<p>Train staff and develop rota for playground zones. Playground packs purchased for lunchtime play supervisors use.</p> <p>Increase in staff numbers at lunchtime maintains and encourages safe play: behaviour incidents have reduced in most areas.</p> <p>Travel Tracker Walk to School Challenge introduced September 2022.</p> <p>About 90% walk to school, or scoot or use park & stride.</p> <p>All children have access to high quality playtime resources. Pupil survey says it is popular for active and creative play.</p>	<p>New staff need training on use of zones.</p> <p>Pupil surveys results indicate equipment popular initially. Top-ups needed to replace lost pieces. More boys in upper school make use of it. Girls in survey asked for ropes, hula hoops.</p> <p>Hire a football 'referee' for lunchtime to organise/supervise games.</p> <p>Look into further ways to encourage use of park & stride for parents transporting by car.</p>

<ul style="list-style-type: none"> Increase the opportunity for physical activity at lunchtimes. 	Discuss equipment needs with Staff and children. Order relevant equipment for Playpod.	£850	Children develop social and physical skills in an outside learning environment.	Playpod resources were topped up – since coming out of lockdown LK2 use it twice weekly.
<ul style="list-style-type: none"> To improve physical and mental well-being of pupils 	Each year group to access the Forest Schools programme.	£2,650		Forest School programme continue to run for each year group. Pupils to work collaboratively, take risks and experiment with resources.

Key indicator 2: The profile of PESSPA being raised across the school as a tool for whole school improvement	Percentage of total allocation: %
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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:
<ul style="list-style-type: none"> To increase opportunities for organised sport 	Organise lunchtime clubs to run twice a week by CUFitC coaches for Y3 & Y5 classes.	£1,800	Clubs attended by 40- 57% of class, mainly boys by end of term.	Increase to a lunch club x4 a week, one for each year group, and have groups attending in rotation to increase participation.
	After school clubs offered since Covid-19 restrictions lifted.	£1,300	Girls only club 12-15 (Y3-5) attended regularly 2021-2022 Extra-curricular termly clubs provided by CUFitC: Basketball Y3/4}34% Football:Y5}21% Handball Y5/6}36% ASM: Multisports Y5/6 35% Girls Multisports: Y3/4/5	Survey girls opinions re what sports would like. Offer clubs as per pupil survey.

<ul style="list-style-type: none"> Replace and update school gym equipment. 	Order new school indoor climbing frames to improve equipment and facilities and provide more opportunities for physical activities.	£5,700	attended –numbers attending increased from Autumn to Summer.	Link use of new equipment to gymnastic lessons. Ensure staff and pupils adhere to safety rules when using football goals.
<ul style="list-style-type: none"> Ensure high quality resources available for PE and playtimes 	Monitor, maintain and restock any new/damaged items.	£3,000	Survey results show pupil engagement raised – positive feedback	
<ul style="list-style-type: none"> Year 5 to be assessed on their swimming ability. Children unable to swim will participate in a 6 week intensive swimming program during the summer term. 	Currently, no swimming lessons have taken place onsite for the last two years due to Covid-19 restrictions. Investigate other options available if school pool continues to be unavailable by summer 2022.	£2,750	Swimming lessons provided off-site for all Y6 pupil as school pool out of use. Coach transport to pool Y6 pupils identified for top-up swimming sessions.	Book block of lessons in order to carry out baseline assessment for current Year 5 pupils in Autumn 2022.

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:

<ul style="list-style-type: none"> Ensure staff are confident in teaching and delivering high quality PE resulting in higher quality learning. 	Ensure new lessons from PE Hub scheme, purchased last year, are available for coach to use.	£500 release time for PE lead	<p>Gymnastic lessons used from Spring when indoor lesson allowed.</p> <p>Some of new scheme implemented from Autumn.</p>	<p>Ensure all PE hub lessons are used from Autumn 2022.</p> <p>PE lead to share and forward details of CPD opportunities for non-PE teaching staff.</p>
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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?:
<p>Additional achievements:</p> <p>Provide the children with access to a wide range of sporting opportunities, including during PE lessons, as trips and competitions and during extra-curricular clubs.</p>	<p>Continue to develop extracurricular activities based on children's interest and questionnaire responses. Collate responses.</p> <p>Online Yoga and Dance links shared with staff</p> <p>Provide transport and staffing to events.</p>	<p>£1,300 see above</p> <p>£1,000</p>	<p>Extra-curricular clubs offered in 2021-2022 in response to pupil surveys:</p> <p>Basketball Y3/4}34%</p> <p>Football:Y5}21%</p> <p>Handball Y5/6}36%</p> <p>Multisports Y5/6 35%</p> <p>Girls Multisports: Y3/4/5 attended –numbers attending increased from Autumn to Summer.</p>
			<p>Sustainability and suggested next steps:</p> <p>Continue to use pupil voice to find out which clubs pupils would be interested in.</p> <p>PE lead to investigate and book further opportunities for dance, archery, golf.</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:
Continue to develop the children's access and involvement in local tournaments and competitions.	Maintain links with the cluster group to access Essex Games. Termly House competitions held Provide transport to transport pupils to local events.	£1,000	When Covid-19 restrictions allowed (from Spring2022), participated in some Essex Games events: Y5 attended the Primary Sports Festival Y3 squad attended Tri-Golf Festival. All pupils took part in House Competitions: Autumn-Skipping, Spring-Football/Basketball Summer – Athletics	PE lead to continue to attend cluster meetings and increase participation rates across school in Essex Games.

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

Created by:  **association for Physical Education**  **Active Partnerships**  **YOUTH SPORT TRUST**

Supported by:   **SPORT ENGLAND**  **UK COACHING**  **UK active** Manchester Metropolitan University