

# 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](https://www.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](#).

Created by:



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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?	£
Total amount allocated for 2021/22	£
Total amount of funding for 2021/22. To be spent and reported on by 31st July 2022.	£

## 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. <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>	
What percentage of your current Year 6 cohort swim competently, confidently and proficiently over a distance of at least 25 metres? <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. Please see note above	95%
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	95%
<b>What percentage of your current Year 6 cohort perform safe self-rescue in different water-based situations?</b>	95%
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?	/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:		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?:	
ALL PUPILS TO ENGAGE IN A MINIMUM OF 30 MINUTES OF PHYSICAL ACTIVITY DAILY  - IMPORTANCE OF A HEALTHY LIFE CLEARLY SHARED WITH PUPILS		Explore aspirational levels via pupil voice and look at ways to raise these  Get staff to actively identify the pupils who have barriers to PE  Research barriers to participation and develop a strategic plan to improve this aspect for targeted groups.		£		Pupil engaged in 2 hours of PE through scheduled PE lessons and we are developing pupil activity lessons during break and lunch times through structured activities – Play leaders from ks2 lead play on the KS1 playground during lunch time	
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:
<p>PESSPA USE AS A TOOL FOR SCHOOL DEVELOPMENT</p> <p>ENGAGEMENT IN LESSONS AND LEARNING BEHAVIOUR TO IMPROVE AFTER PESSPA</p>	<p><i>Review the schools vision and mission statements for PE and School Sport.</i></p> <p><i>Increase the visibility of the subjects mission statement.</i></p> <p><i>Set up a sports council to review the mission statement</i></p> <p>As part of the SDP increase the amount of time pupils spend learning outdoors.</p> <p>Research and introduce ways to use PE and sports values to increase learning behavior in all aspects of school life.</p> <p>Raise the profile of PE and School sport at school and celebrate achievements in all areas of physical activity.</p>	£	<p>The whole school embraces a clear shared vision for PE, physical activity and school sport which reflects the current needs and interests of all pupils and is shared with parents/carers. The PE Lead and other key staff review the vision annually considering the views of parents and a wide range of pupils</p>	<p><i>PE board updated weekly to reflect achievements in PE and school sports and those outside clubs too. Sports letter head decision made not to do to keep whole school communication stream lined. Website is updated and is very comprehensive</i></p>

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:

<p>ALL PE LESSONS TO BE JUDGED AS GOOD WITH 50% TO BE JUDGED AS HAVING OUTSTANDING FEATURES</p>	<p>Review CPD needs of staff and explore CPD opportunities for staff to fill the gaps in knowledge</p> <p>Provide a half-termly PE bulletin with key information about the subject signposting any developments in the subject and ensuring best pedagogical practice is shared.</p> <p>Ensure the PE action plan is robust and clear to ensure real impact in the delivery of PE and School sport across the school.</p> <p>Review PE assessment for all staff and ensure the system introduced is embedded in all classes</p> <p>Use REAL PE cogs to ensure all aspects of physical and personal outcomes are being met.</p> <p>Carry out PE observations to explore attitudes to learning</p> <p>Research validated methods for measuring physical activity levels and use the information/data generated to drive school development</p> <p>Provide opportunities for professional dialogue between staff to help develop life skills.</p>	<p>£</p>	<p>The PE Lead provides a coordinated and strategic approach to CPD allowing all colleagues to regularly participate in high-quality PE CPD that impacts on their teaching, learning and assessment of curriculum PE. There is a system for sharing professional learning across the school and this has a positive impact on lesson delivery.</p> <p>The PE Lead with QTS is a skilled professional who provides strong leadership which has led to an aspirational vision for PE which is embraced by the whole school. There is a detailed PE development plan with short and long term targets which drives the direction of the subject</p> <p>Assessment in PE is consistently of the whole learner; is connected to the curriculum intent and includes physical and personal outcomes e.g. resilience, determination, confidence etc. The focus is on the learner and assessing according to the skills that they need to develop for their next stage of education and is fully reported to parents and carers. It is situated within the whole school approach to assessment and supports a child's development across the whole curriculum.</p>	<p>Assessment docs revisited and CPD for PH has been received from REAL PE – Staff training in Autumn one (22) to role new system out to all staff.</p> <p>PE ACTION PLAN IS LARGE WE ARE GOING TO STREAMLINE IT DOWN TO WORK ALONG SIDE THE QUALITY MARK OFFERED BY THE YOUTH SPORT TRUST!</p> <p>CPD forms completed in Sept and needs mapped out – used ACES and PHGS to help deliver CPD where needed</p> <p>REAL PE raining to be sort for next academic year – focus on assessment</p> <p>Lesson observations show all lessons observed were judged as good or better</p> <p>YST SILVER MARK TO BE ACHIEVED</p>
<p>Key indicator 4: Broader experience of a range of sports and activities offered to all pupils</p>				<p>Percentage of total allocation:</p>
<p>Intent</p>	<p>Implementation</p>	<p>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:	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>CHILDREN OFFERED A BROAD RANGE OF SPORTING OPPORTUNITIES</p> <ul style="list-style-type: none"> <li>- A PE PROGRESSION MAOP THAT MAPS OUT PE OPPORTUNITIES</li> <li>- LINKS WITH CLUBS TO DEVELOP OPPORTUNITIES FOR PUPILS</li> </ul>	<p>Evaluate the extracurricular offer from previous year and look at ways to improve this offer moving forwards.</p> <p>Increase the number of club links</p> <p>Evaluate systems for a breadth of opportunities for pupils to coach, volunteer and develop leadership skills outside of school and pupils continued development and involvement in sport outside of school is regularly monitored.</p> <p>Review extra curricular activity schedules and think creatively about how to improve levels of physical activity before and after school</p>	£	<p>A wide range of extra-curricular school clubs, intra and inter-school competitions are run that appeal and meet the motivation, competence and confidence of all pupils. They are formulated through consultation with pupils and where appropriate delivered by pupils. Pupils regularly participate in festivals of sport and multi-skills activities and compete against each other and other schools at appropriate levels. Regular participation habits are established and the provision for and inclusion of children with additional needs is developing. Where appropriate, quality assured sports/activity coaches are deployed to enhance the school sport provision for pupils.</p>	<p>Now covid restrictions are lifted we are reviewing the extra curricular offer.</p> <p>Since spring 21/22 we have 5 PEASS clubs running</p> <p>Pupil voice carried out and comments shared on the PE board</p> <p>ACES used to help develop other areas of school life through PE (social, maths phonics etc)</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:
ALL KS1 AND KS2 PUPILS CVOMPETE IN INTER SCHOOL COMPETITIONS	<p>Review competition schedules and festival data to plan how to increase up take moving forwards.</p> <p>Explore motivational aspects to increase the number of pupils who want to actively take part in competitions and festivals.</p>	£	A wide range of formal school-community pathways are in place for pupils of all abilities across a range of environments (clubs, leisure centres, parks). There is a breadth of opportunities for pupils to coach, volunteer and develop leadership skills outside of school and pupils continued development and involvement in sport outside of school is regularly monitored.	A lot of work carried out by KD to form partnerships with outside agencies. Net year we are going to further this work by setting a date when people will come in and offer taster sessions

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