

Evidencing the impact of the Primary PE and sport premium

Website Reporting Tool

Revised May 2021



Commissioned by the
Department for Education

Created by



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:

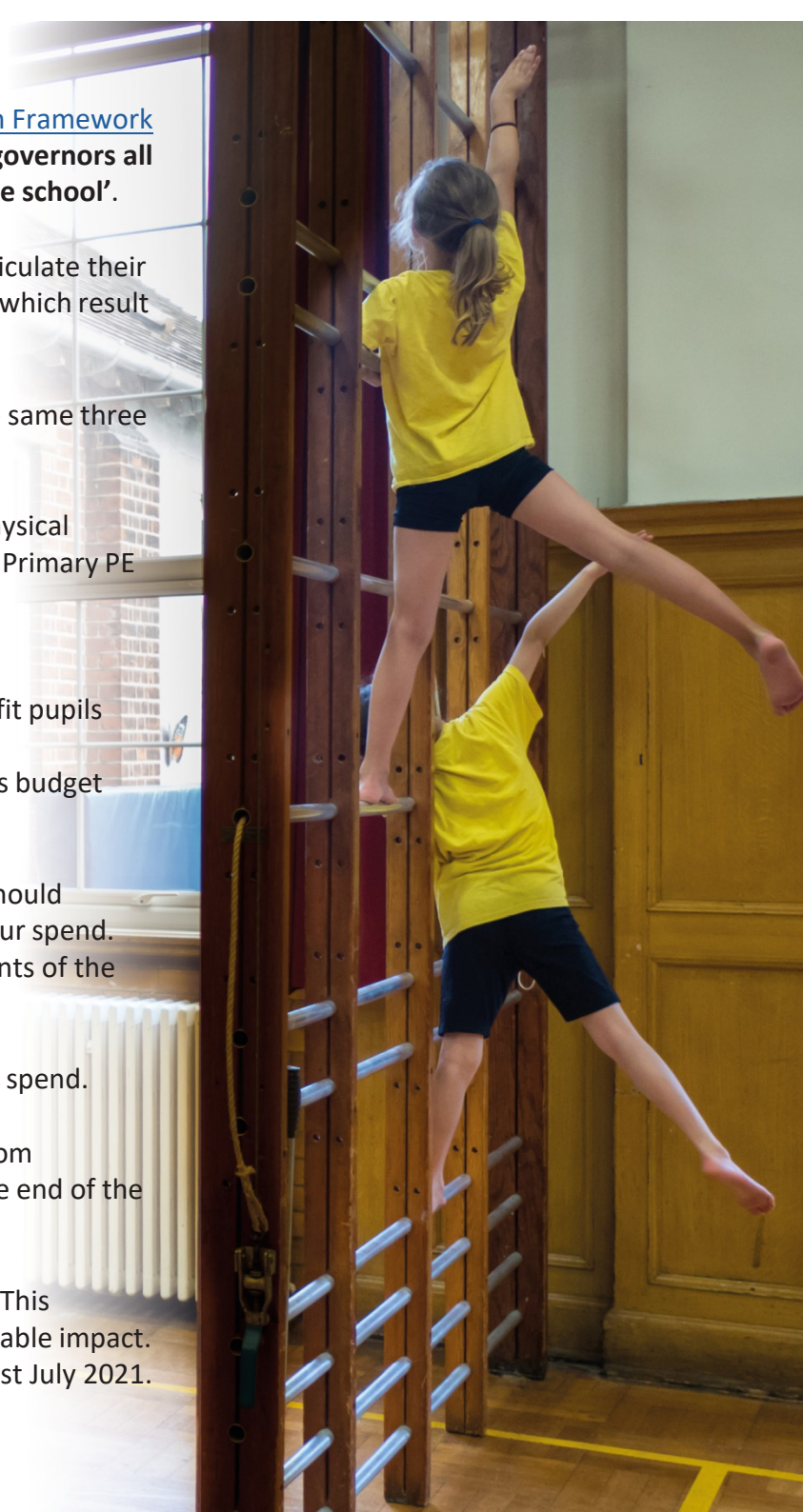
- Develop or add to the PESSPA activities that your school already offer
- Build capacity and capability within the school to ensure that improvements made now will benefit pupils joining the school in future years
- The Primary PE and sport premium should not be used to fund capital spend projects; 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 by the end of the summer term or by **31st July 2022** at the latest.

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](#).



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.

Please note: Although there has been considerable disruption it is important that you publish details on your website of how you spend the funding - this is a legal requirement.

N.B. In this section you should refer to any adjustments you might have made due to Covid-19 and how these will influence further improvement.

Key achievements to date until July 2022:	Areas for further improvement and baseline evidence of need:
CPD enhanced teacher subject knowledge Curriculum rewritten to allow for cross class learning and support Sports days held within classes New equipment purchased to ensure high quality delivery. New PE calendar and documentation to ensure progression of skills.	Enriched cross school competitive sport Coaching to embed new skills and subject knowledge Wider opportunities for sport beyond school offer

Did you carry forward an underspend from 2020-21 academic year into the current academic year?

YES/NO * Delete as applicable

= Total to be spent by 31st July 2022

£17,900

<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 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>	80%
<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 2021.</p> <p>Please see note above.</p>	80%
<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>	80%
<p>What percentage of your current Year 6 cohort perform safe self-rescue in different water-based situations?</p>	80%
<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/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: £17,900		Date Updated: July 2022	
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		30%
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:
To increase activity levels during break times.	Provide equipment to be used during lunchtimes on the playground and field as well as provision for wet playtimes.		£2000	Play equipment was purchased which meant that children were more active during playtime rather than sitting/standing around	Look at varying the range of activities that are offered to children not just football. Next step to look at training up older KS2 pupils to
Ensure all children are able to ride a bike safely and competently on the road by the end of Year 5, therefore allowing them to ride to school in Year 6.	Bike-ability scheme Y5		£1500	Year 5 were all able to take part in Bike-ability this year. All were able to confidently ride their bikes safely on the road.	Bike-ability booked in for next years Year 5's. Need to look at a way to encourage Year 6 to ride their bikes to school.
Ensure the curriculum is adequately resourced.	Audit resources and purchase new equipment to ensure there is the quality and quantity of resources for high quality sport for all.		£2000	A full audit was carried, and new equipment was purchased to enable children to participate with appropriate equipment in P.E. lessons.	Look at involving local teams to offer taster sessions for children and staff CPD around some of the curriculum.

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	10%
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:
To increase the confidence of teachers in teaching PE and Sport	Attending SMAT curriculum Twilight – using one page planning for P.E. ensure staff know what they are teaching, what vocabulary they should be using and previous learning as well as where it will then continue in next year group	Free	Staff are more confident in delivering lessons to pupils, they are able to use the correct vocabulary and in turn children are able to speak about what they are learning using the correct vocabulary.	Staff to continue to use these planning sheets to ensure consistency in the teaching of P.E. in school
Support and develop links with outside agencies to promote wider opportunities for participation in Sport	Achievement wall created in school to celebrate sporting achievements both in and out of school. Display posters and promotional materials of local sports clubs Invite sports clubs to come into school to offer free trial sessions.	Free	Karate and Bruce Dyer clubs are run before and after schools on Mondays and Fridays. Termly assemblies on Fridays to celebrate the achievements of the children taking part in these sessions.	Promote the celebration of sports children do outside of school more.
Ensure the PE kit promotes the high expectations and values of our curriculum	Provide all new starter children with a full PE kit linked to their house. Provide all staff with appropriate kit to raise the profile of wearing appropriate kit for the task.	£1500	children are appropriately dressed ready for their P.E. lessons and enabling them to take part.	This to continue next year as well as any new staff that start.

To embed the PE curriculum and assess outcomes for pupils.	Subject leader to monitor the provision of PE throughout school	Free	Through monitoring of P.E. there are strengths and weakness that have been identified and appropriate coaching and CPD will be provided.	Ensure that everyone is using the planning for the P.E. curriculum also looking at increasing the opportunities for pupils to be more active throughout the week.
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Key indicator 3: Increased confidence, knowledge and skills of all staff in teaching PE and sport				Percentage of total allocation:
				%
Intent	Implementation		Impact	12%
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:
To further improve the quality and consistency of sports provision and provide opportunities for children to receive specialist sports teaching. To increase the subject knowledge of teachers in a variety of sports. To increase the confidence of teachers in teaching PE and Sport	Provide CPD to teaching staff, especially those who have identified areas of need, weaknesses in knowledge or new staff in school Links to local sports centre to help deliver quality first wave teaching in a variety of sports	£2000	P.E. monitoring shows that the consistency in teaching for P.E. has increased. Teacher confidence has also increased in a variety of sports.	Look at involving local teams to offer taster sessions for children and staff CPD around some of the curriculum.

Key indicator 4: Broader experience of a range of sports and activities offered to all pupils				Percentage of total allocation:
				%
Intent	Implementation		Impact	15%
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:
Subsidise a wide arange of after school sportsclubs to ensure access to a wider range of children	Bruce Dyer 'Love Life' Football training reinstated in school Multiskills sports club Karate	£2000		
Sports Week - To introduce a sports themed week, where outside activities and sports are brought into school to enable children to try new sports.	Introduce new sports to children that they wouldn't always be able to access Increase participation in physical activity both inside and outside	£500	Increase participation in sports that children don't normally access Increase links with local clubs / activities Broaden experiences of pupils	

Key indicator 5: Increased participation in competitive sport				Percentage of total allocation:
				%
Intent	Implementation		Impact	5%
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 children to have the opportunity to participate in sports day – a range of different sporting activities	All children including SEND and PP to have participated in competitive sport at least once. Wider range of competitive sport opportunities.	£200	All children were able to take part in competitive sports. they increased their knowledge about the sports and what it means to take part in something that is competitive	Link with other SMAT schools to arrange inter schools competitions

Signed off by	
Head Teacher:	Paddy Wright
Date:	
Subject Leader:	Kathryn Jones
Date:	
Governor:	
Date:	