

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](#).



Details with regard to funding

Please complete the table below.

Total amount carried over from 2019/20	£(-4,185) overspend
Total amount allocated for 2020/21	£12,797
How much (if any) do you intend to carry over from this total fund into 2021/22?	££4,672
Total amount allocated for 2021/22	£21,580 (including carry forward)
Total amount of funding for 2021/22. To be spent and reported on by 31st July 2022.	£16,9000

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 atleast 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>	78%
<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>	78%
<p>What percentage of your current Year 6 cohort perform safe self-rescue in different water-based situations?</p>	100%
<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: 2020/21		Total fund allocated: £19,609		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?:		
Children have the opportunity to participate in a range of physical activities everyday that will improve health and wellbeing.	<p>Sensory Circuits daily EYFS/KS1</p> <p>Stay active lunch clubs x week</p> <p>Daily Mile</p> <p>Provide additional resources to encourage active lunchtimes e.g. dance club run by Y5/6 children</p> <p>Introduce Forest schools lunch club so that all children across the school have opportunities to</p>		£4, 800	<p>Sensory circuits is well established for key small groups across the school in EY & KS1. This is effective in settling children in to school in the morning and preparing them for learning and managing social and emotional regulation as well as developing strength and co-ordination which positively impacts PE lessons and mental health (seen at sports day).</p> <p>The daily mile is established across the school and the majority of pupils enjoy this and feel that they are making progress with their ability, technique and stamina. Challenges introduced this year and well as a method for recording laps which has increased motivation.</p> <p>Stay active lunch clubs are well</p>		<p>Sustainability and suggested next steps:</p> <p>Resources available to continue this in future years. Staff confident in delivering this. Introduce sensory circuits for KS2.</p> <p>Lunchtime staff have developed knowledge of new games and how to use resources to support lunchtimes. Children able to organise some of these games themselves.</p> <p>Daily mile embedded in to school routine and will continue forwards.</p> <p>Stay active club to continue next year as children enjoy this and benefit from additional exercise and a sense of wellbeing. Add an</p>

		<p>attended by children.(75%) Children enjoy learning new games that are facilitated by an adult. A wider range of games and skills being accessed and children playing with one another in mixed year groups.</p> <p>Dance club enjoyed by KS1 children and the KS2 children who run this – improvements to wellbeing evident. Accessed by children who choose not to take-part in ball sports</p>	<p>additional day so that there are 3 active lunchtime clubs.</p>
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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	
<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:</p>	<p>Evidence of impact: what do pupils now know and what can they now do? What has changed?:</p>
<p>Children are notably more active and enjoy school.</p> <p>Participation in both curriculum and extra-curricular sports activities to have a positive and noticeable impact on pupil's behaviour, self-esteem and confidence.</p> <p>Children's resilience improved in sporting activities and the wider curriculum.</p>	<p>Improve resources to support teaching of new sports in PE, including equipment.</p> <p>-Sports coach to deliver PE across the school with classroom staff to develop proficiency of all staff.</p> <p>Release and cover for sports lead/TA hours. Transport to venues.</p> <p>Resources & training for Forest schools TA</p> <p>Maintain the lunchtime activities,</p>	<p>Sports coach £9,000</p>	<p>Participation in PE and active playtimes has improved</p> <p>Sports day evidenced progression across the school, improved resilience and development of skills and stamina and well as sportsmanship ethos.</p> <p>Well developed Sport & PE plan in place, CPD provided for staff which has improved access to a variety of sports for children such as archery and indoor kurling.</p> <p>Behaviour at lunchtime has improved as children are more</p>
			<p>Sustainability and suggested next steps:</p> <p>Create a more detailed and strategic plan for the use of Forrest schools</p>

	through purchase of equipment to enable engagement with new sports.		engaged in a wide range of activities.	
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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	
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:
Further Improve quality of children's physical education in across the whole school to ensure they are competent and confident.	<ul style="list-style-type: none"> -Release time for PESSPA to undertake their role - PE subject leader to provide updates throughout the year in staff meetings. - PE subject leader to undertake lesson observations to look at teaching, learning and assessment in physical education. Across the school -PE lead to work closely with premier Sports on PE development and delivery/assessment in school - PE subject leader to meet with a broad range of pupils to talk about their PE lessons and to ascertain their knowledge and understanding of the subject 	£1,500	<p>Children’s performance in PE & Games dramatically improved. This has led for a need to offer specific coaching of individual sports to children who are demonstrating particular talents and abilities. This is particularly noticeable in tennis, rugby and gymnastics.</p> <p>A 2 year rolling programme has been developed jointly with PS, ensuring skills are developed over the years and children have access to quality teaching.</p> <p>Subject leaders had led effective staff meetings to develop skills and knowledge. This had led to staff being more confident and competent to</p>	<p>Investigate potentially tennis, gym rugby clubs that the children could have access to or could provide coaching for us.</p> <p>Continually evaluate and adapt as required.</p> <p>S/L to assess strengths and areas for development as there will be some staff changes in 22/23</p>

	- TAs to continue to develop their skills		deliver more unusual primary sports such as indoor kurling and archery and golf.	
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?:	Sustainability and suggested next steps:
Develop a range of opportunities for all pupils to access in sport & activity	<p>Dance workshop – Jubilee – dancing through the decades</p> <p>Forest schools – develop access for all children to this resource</p> <p>Bikeability for Y3/4 and Y5/6 (Levels 1 &2)</p> <p>Orienteering built in to class trips</p> <p>Sports Coaching offers a range of different sports & activities</p> <p>Range of after school clubs – dodgeball, gymnastics, bounce-fit,</p>	<p>£600</p> <p>£1000</p> <p>-</p> <p>£500 transport</p> <p>£1000 additional coach hours</p>	<p>Children have really enjoyed and valued the opportunities given (pupil voice activity)</p> <p>Forest schools is beginning to be more developed again, as enrichment through KS1&2 and a planned curriculum for EYFS from 22/23</p> <p>Bikability is a success throughout school with good levels of take-up. 50% Children bike or scoot to school in good weather.</p> <p>The partnership with this year’s sports coach has been very strong and this has led to a high quality offer targeted at the needs of the pupils.</p>	<p>Further education for pupils and parents regarding safety. Children do not routine wear helmets or ride safely outside of school hours in the village.</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:
More children engaging in competitive sport.	Competitive element to some elements of PE/Games lessons Athletics taught with competitive outcomes Netball Tournament	£200 (transport & cost of entering)	Sports day evidenced increased resilience in competitive sports and supporting one another positively 1 x team took part in inter school sports Netball club prepared children for inter-school tournament	Sports day enjoyed by all – continue in this format going forwards Increase number of inter-school sports opportunities.

Signed off by	
Head Teacher:	Clare Talbot
Date:	18.7.22
Subject Leader:	KNorris
Date:	18.7.22
Governor:	Rob Glozier
Date:	18.7.22