

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](#).

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Details with regard to funding

Please complete the table below.

Total amount carried over from 2019/20	£0
Total amount allocated for 2020/21	£18,640
How much (if any) do you intend to carry over from this total fund into 2021/22?	£1440
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.

<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>	31%
<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>	37%
<p>What percentage of your current Year 6 cohort perform safe self-rescue in different water-based situations?</p>	41%
<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>	No – planned for next year using the money carried forward.

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: £18,640	Date Updated: July 2021	
Key indicator 1: The engagement of all 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: 12%
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 physical activity levels across the school day. 	<ul style="list-style-type: none"> Allocated slots for the Daily Mile for each class. Daily Mile completed 5 days a week. 	N/A	<ul style="list-style-type: none"> All children aware of the additional benefits of regular exercise. Children encouraged to run as much of the mile as possible. Obvious differences post lockdown periods with children's fitness levels dropping having not completed the mile at home. The children's enthusiasm for the daily mile is clear and all staff are on board with the initiative. 	<ul style="list-style-type: none"> Continue the timed slots as these have helped the initiative to be embed throughout the school. PE Lead to ensure data is collected and to continue to monitor progress throughout the year.
<ul style="list-style-type: none"> To target all children to be more physically active at lunchtimes. 	<ul style="list-style-type: none"> Introduction of personal challenges for both individuals and classes at lunchtimes. These challenges ranged from intra-school challenges to 	Included in £2798 cost of HBSSPAN membership £1303.88 spent	<ul style="list-style-type: none"> Increased participation in physical activity during lunchtimes with children competing in the challenges and setting their own by the 	<ul style="list-style-type: none"> Continue to embed lunchtime challenges, with an emphasis on intra-school competition. Aim to get all pupils involved.

	virtual inter-school challenges.	on additional equipment to support lunchtime offer.	third term.	
Key indicator 2: The profile of PESSPA being raised across the school as a tool for whole school improvement				Percentage of total allocation: 36%
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 use physical activity to support interventions across the school. To continue to promote the benefits of a healthy lifestyle across all year groups. To promote active travel. 	<ul style="list-style-type: none"> Continued lease of 2 Activall Walls to provide an additional aid for increased physical activity at unstructured times of the day. Implement Journey to Wellness maps across all year groups, in line with active PE lessons. Take part in active travel initiatives throughout the year. 	<ul style="list-style-type: none"> £3916.12 on the second instalment of the lease of Activall Walls £1925 on teacher cover for planning Included in £2798 cost of HBSSPAN membership 	<ul style="list-style-type: none"> Used effectively in the first term by whole classes to incorporate competition between children and classes. Used to help improve fitness levels following on from the lockdowns. Lessons used effectively across all year groups, with the impact clear during discussions in Wellness assemblies. 87% of children actively travelled to school during active travel week compared to 52% in previous weeks. 	<ul style="list-style-type: none"> Activall walls to be trialled with selective 1:1 children and used as a tool for brain breaks. Used for intervention work and moved around the school accordingly. (This was unable to happen this year due to restrictions.) Continue to embed the lessons into the curriculum across all year groups. PE lead to monitor the effectiveness of these. Continue to promote active travel throughout next year with an emphasis on sustained impact.

Key indicator 3: Increased confidence, knowledge and skills of all staff in teaching PE and sport				Percentage of total allocation:
				34%
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 provide staff with good quality planning and assessment tools to help increase the quality of teaching. To improve confidence, knowledge and skills on a 1:1 basis. Subject leader to continue to undertake relevant CPD throughout the year. 	<ul style="list-style-type: none"> Get Set 4 PE Subscription to provide staff with high quality planning. Use of an outside agency to deliver specific CPD to less confident teachers. Swimming CPD attended online. Webinars attended by the PE lead to stay in touch with developments in curriculum design. Tennis CPD attended online. 	<ul style="list-style-type: none"> £370 for subscription to Get Set 4 PE £4000 on sports coach to deliver CPD £1925 on teacher cover for time needed to complete CPD 	<ul style="list-style-type: none"> Staff are increasingly more confident in delivering PE lessons. Positive feedback from the planning tool. Some staff have expressed that they are now more confident in adapting the lessons provided to suit their children's needs. This was working well with the staff that had access to the individualised CPD, however it was extremely disjointed due to changes in restrictions throughout the year. Up to date swimming training ahead of the new academic year. Support for the PE lead to help improve the curriculum offer. 	<ul style="list-style-type: none"> To continue to use Get Set 4 PE to support planning. Encourage adaptation of plans to suit individual classes, including supporting the more able pupils. CPD to be more varied next year with a focus on upskilling staff in a wider variety of sports. Use the knowledge gained from the webinars to redesign the curriculum. Complete the practical swimming training to improve quality of teaching.

Key indicator 4: Broader experience of a range of sports and activities offered to all pupils				Percentage of total allocation:
				13%
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"> Introduce new sports into the curriculum, with a focus on wellbeing. Wider exposure to new sports and different types of physical activity. Opportunities for year 6 to receive top up swimming to help them to swim competently, confidently and proficiently over a distance of 25 metres. 	<ul style="list-style-type: none"> Yoga introduced to the curriculum across all year groups. Introduction of orienteering. Attend skipping festival, dance workshops and judo. Top up swimming to be supplied to year 6 pupils following the SAT's in the final term. 	<p>N/A</p> <p>£962 on teacher cover for time needed by the PE lead to plan and complete orienteering maps</p> <p>£1440 used to support top up swimming.</p>	<ul style="list-style-type: none"> Yoga used effectively across all classes, with children seeming enthusiastic about trying something new. Used effectively at the end of other PE lessons as a reflective tool. Orienteering trialled effectively in year 6 as an active retrieval lesson. Knowledge retention was good as shown in quiz outcomes and the children enjoyed the active and competitive edge. Due to restrictions the skipping, dance and judo were unable to go ahead. Due to restrictions, the top up swimming was unable to go ahead. 	<ul style="list-style-type: none"> Yoga taught as stand-alone lessons to help children to develop new skills. Introduction of additional wellbeing activities to support this. Orienteering markers installed and a stronger emphasis placed on orienteering within the curriculum. Outcomes monitored by PE lead to see if it increases retrieval retention. Money carried forward from the year to help support top up swimming for next year's year 6 pupils.

Key indicator 5: Increased participation in competitive sport				Percentage of total allocation:
				5%
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"> Continued participation in inter-sport competitions. Development of intra-school sport. 	<ul style="list-style-type: none"> Participation in virtual challenges as created by HBSSPAN. Inter house competition within school used throughout the year alongside the curriculum. 	<ul style="list-style-type: none"> Included in £2798 cost of HBSSPAN membership N/A 	<ul style="list-style-type: none"> Improved confidence through participation in personal challenges. Increased participation in competition, due to the use of personal challenges at lunchtimes. Due to restrictions, competition was only able to happen within classes as opposed to across year groups and houses. This has however helped the children to take part in some competitive sport. Teachers' confidence has increased in using competition effectively within PE lessons. 	<ul style="list-style-type: none"> Due to COVID-19 restrictions this year, competition has been limited. If possible, arrange some competitions with nearby schools. Reintroduce intra-school competitions at the end of each term between classes and houses.

