

# Evidencing the impact of the Primary PE and sport premium

Website Reporting Tool

Revised May 2021



Commissioned by the  
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](#) (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](http://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 **31<sup>st</sup> 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 2022. To see an example of how to complete the table please click [HERE](#).



rt for review and reflection - considering the 5 key indicators from DfE, what development needs are a priority for your setting and your pupils 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 in 2020/21 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 2021:	Areas for further improvement and baseline evidence of need:
<p>Helped children 'catch up' with lost Physical Education                      Children have access to a wide variety of after school clubs                      Upskilled new adults in provision of activity for children                      Improved active opportunities for all children through active playtimes                      Children had the opportunity to participate in virtual competitions</p>	<p>To continue to develop pathways for children outside of school (when safe to do so)                      All children to be active for 60 minutes a day.                      Develop influence and voice of sport council (continued from last year due to COVID)                      To be successful in retaining the Platinum School Games Award (if it goes ahead).                      Children to access face-to-face competitions                      Use JMAT sports coach to further upskill adults in area(s) of weakness                      Reaccreditation for bronze and silver healthy schools award.</p>

Did you carry forward an underspend from 2019-20 and 2020-2021 academic year into the current academic year?

NO Delete as applicable

**Total amount carried forward from 2020/2021                      £0**

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**+ Total amount for this academic year 2021/2022 £0**

**= Total to be spent by 31st July 2022 £0**

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 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.	96%
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.	94%
<b>What percentage of your current Year 6 cohort perform safe self-rescue in different water-based situations?</b>	94%
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.

<b>Academic Year:</b> 2021/22	<b>Total fund allocated:</b> £18,300	<b>Date Updated:</b> 11/01/22	
<b>Key indicator 1:</b> 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:
			45.9%

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>To upskill staff's #fitin15 knowledge through sport coach (plus additional support from DB).</p> <p>Increase children's participation in active playtimes, lunchtimes and after school clubs</p> <p>Increase children's sporting capabilities prior to competitions.</p> <p>Increase SEN children's physical participation through additional physical</p>	<p>Staff given #fitin15 activity ideas</p> <p>Break time resources to be purchased to allow a wider range of activities led and supported by adults to be implemented.</p> <p>Children engaged in training to prepare them for competition</p> <p>SEN children to have extra physical activity with sports coach</p>	<p>£8400</p>	<p>Increased quality of #fitin15 provision run by all staff Staff have increased their physical activity subject knowledge with support from the sport coach</p> <p>Many more children have been able to access a wider variety of after school clubs Help organise whole school sporting events- promoting health and fitness</p> <p>Children will be properly trained for inter and intra competitions</p> <p>Supported the mental and physical wellbeing of vulnerable children</p>	<p>This CPD to continue next year with focus on supporting new teachers/ staff.</p> <p>More resources will need to be purchased in order to maintain our active playtimes and to support our wider range of school clubs. New staff will need training on how to run a high quality after school sports club- sports coach to support this.</p> <p>This to continue next year, as new children will be given chance to enter competitions.</p> <p>This will continue next year due to successes this year.</p>
regulation time to help promote basic skills and regulate emotional behaviours.	<p>JMAT trainee coaches invited in to offer additional physical activity opportunities</p> <p>Physical regulation and physical interventions in place for children on the inclusion register.</p>		<p>through physical regulation Supported the running of active playtimes</p> <p>Organised PE equipment to aid organisation and pace of PE lessons</p>	<p>Shed to be purchased to further help organise resources.</p>

<b>Key indicator 2: The profile of PESSPA being raised across the school as a tool for whole school improvement</b>				Percentage of total allocation:
				4.1%
<b>Intent</b>	<b>Implementation</b>		<b>Impact</b>	
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:
CPD to be undertaken. Sport coach has declared interest in improving his knowledge in cricket and dance.	JMAT sports coach to provide dance and cricket CPD opportunities for school's sports coach.	£750	School sports coach will be able to deliver high quality dance and cricket activities for children in PE, physical regulation, competition practise and break times.	Staff questionnaire to be given out to identify which part of the PE curriculum our CPD will be focused around.
<b>Key indicator 3: Increased confidence, knowledge and skills of all staff in teaching PE and sport</b>				Percentage of total allocation:
				35%
<b>Intent</b>	<b>Implementation</b>		<b>Impact</b>	
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:



Increase staff knowledge based on the teaching of dance.	Teachers (focusing on NQTs and new staff) to have a half term period with a P.E. specialist in order to develop their understanding of planning and delivering of P.E. lessons.	£6500	JMAT sports coach will observe improvement in the teaching of dance by the end of his CPD.	This to continue next year, with focus on ECTs. This will be focused around the teaching of games.
Increase all staff's knowledge in their chosen area of weakness	DB employed for half a day a week to upskill all teachers in an identified area of weakness area of PE.		Improvements in the teaching and organisation of gymnastics will be observed and pace of lessons increased	Staff questionnaire (see above) will determine area of staff support.
Consolidate staff's gymnastics knowledge by ensuring all staff attend gymnastics training	DB has supported staff members with the teaching of chosen areas of weakness. DB to be observed teaching, then both DB and staff member to teach, before staff member teaches with DB observing.		Staff (including NQT) first observed and then team teach in their chosen area of weakness- observed improvement of teacher teaching after team teaching	Staff questionnaire (see above) will determine area of staff support. Continue to observe gymnastics lessons to ensure pace of lessons remains high.


<b>Key indicator 4: Broader experience of a range of sports and activities offered to all pupils</b>	Percentage of total allocation:
	11%

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:



Improve the range of after school clubs on offer using pupil voice.	Staff will run a wide range of after school clubs to provide different after school clubs. At least 2 after school clubs provided per night (Mon-Thurs) and these change every half term.	£1000	A wide variety of children will access a wide variety of high quality after school clubs.	Pupil voice to be used again next year to increase the variety of after school clubs. Staff's strengths will also be taken into account.
Improve targeting of children who are inactive or reluctant to engage in physical activity for after school clubs. These children will also partake in more active lessons. (CPD support given as needed).	Staff will ensure all children partake in active lessons across a range of subjects	£300	Wider range of physical learning has been observed around school. Those children who were inactive during lockdown have been provided increased opportunities to be active.	Continue to target those who have been inactive this year. Focus also on any new children who need to be targeted and ensure these have additional time active in school.
Improve the maintenance of school grounds to be continued next year to ensure school is ready to host any inter and intra competitions, if needed.	Groundwork to take place. This will ensure the ground is suitable for a variety of sports.	£500	Groundwork has ensured that active playtimes, lunchtimes, PE and after school clubs have been able to take place regularly and safely.	To continue next year. We will aim to host 'friendly' football games on school grounds.
Improve the work area and equipment for the ARC	School will purchase sporting equipment	£400	Children in the ARC will have access to high quality outdoor equipment to help develop their physical skills.	Some progress made, however, further development of the outdoor area in the ARC is still needed. We will also improve areas and equipment for the KS1 and KS2 children next year. Decisions about what needs improving will be aided by pupil voice.

Key indicator 5: Increased participation in competitive sport				Percentage of total allocation:
				4.1%
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:
Improve the school's wider curriculum offer.	School will be open to any correspondence regarding new after school provision and will also actively seek these out.	£350	Children will be exposed to different types of out of school sports and clubs. Children will be giving information about how to join these clubs. Any children that join will be celebrated and this will be shared with the rest of school. Out of school sporting certificates to be shared in assembly.	We will invite clubs to come to school and 'showcase' their sports in order to encourage more children to be active outside of school. Money for transport will be needed for this.
Increase participation in out of school events.	Funding allocated to allow kit/costumes/ transport to be purchased	£400	Children will has access to a wider variety of competitions and sporting events.	To continue next year. Kits already purchased. Additional money will be used to support the purchase of new equipment.

Signed off by T	
Head Teacher:	Mrs D Mackinnon 
Date:	Sep 2021
Subject Leader:	Thomas Kaskiewicz
Date:	Sep 2021
Governor:	Mrs D Harris
Date:	Sep 2021

Created by: Supported by: