

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](#).

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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	£17400
How much (if any) do you intend to carry over from this total fund into 2021/22?	£2544.39
Total amount allocated for 2021/22	£17400
Total amount of funding for 2021/22. To be spent and reported on by 31st July 2022.	£19944.39

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>	79%
<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>	79%
<p>What percentage of your current Year 6 cohort perform safe self-rescue in different water-based situations?</p>	72%
<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

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: 2021-2022		Total fund allocated: £17400 £19444.39 with carried over funds		Date Updated: 21.06.22	
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: 35%
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?:	
<p>To continue to encourage children to engage in physical activity and make healthier life choices.</p> <p>To increase pupils' activity levels following on from lockdown and the impact it had on physical activity.</p> <p>To prepare pupils for their learning as a result of increased physical activity.</p> <p>To develop positive attitudes towards physical activity.</p> <p>To support emotional and mental wellbeing through increased physical activity.</p> <p>To encourage pupils to engage in physical activity through extended</p>	<p>Invest in new playground markings.</p> <p>Play leaders and lunchtime staff to structure play and promote physical activities.</p> <p>Children engage in 'Fit in 15' activities daily.</p> <p>Promote walking to school to start the day off in an active way.</p> <p>Continue to offer 2 hours of high quality PE lessons per week for Years 1-6. FS2 children will have one structured high quality PE lesson per week, then regular, daily access to their outdoor area.</p> <p>Year 6 to continue with the</p>		£5000	<p>Children continue to be engaged at lunchtimes and all children are involved in physical activities during this time.</p> <p>Daily timetable</p> <p>PE timetable and medium term plans/PE overview</p> <p>Evidence of children using the fixed equipment and timber trails at break times</p>	
				<p>Fit in 15 activities will be explained to any new staff.</p> <p>Training to be given for any new staff including SMSAs to ensure this structure stays in place (break times).</p> <p>Introduce play equipment to be used at break times – play leaders will be trained to facilitate this.</p> <p>Continue to teach 2 hours of PE per week and monitor.</p> <p>Improved storage to be purchased ready for the next academic year.</p>	

playground provision.	<p>Bikeability scheme</p> <p>Regular checks of PE equipment to ensure everything is of a good quality.</p> <p>Investment in a new PE shed to store equipment safely and securely. Part of the shed will be used to store playground equipment for break times.</p>	£2000		Development of FS2 outdoor area to promote a range of physical skills.
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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:
58%

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 provide a broad and balanced PE curriculum which will improve social skills, behaviour and academic achievement. This will lead to increased health and wellbeing of all children.</p> <p>Improvements in behaviour following physical activity and engaging lessons.</p> <p>Develop social skills, resilience and determination through holistic development in real PE resource.</p> <p>Children's increased ability to accurately self-assess and set personal targets.</p>	<p>PE co-ordinator CPD and support.</p> <p>Work alongside PE and sport specialists to raise the profile of PE and school sport.</p> <p>CPD opportunities for staff in order to upskill them when teaching PE (sport specialists).</p> <p>To cover any specific sport/PE related actions in line with the School Improvement Plan.</p> <p>Staff to wear new PE uniform with school logo when teaching lessons to promote PE.</p> <p>Coverage of sporting competitions</p>	£11500	<p>Pupils have increased resilience as a result of the 'personal best' philosophy.</p> <p>Greater impact in the number of children accessing sporting clubs both in school and out of school with local clubs – some children have joined rugby clubs and crickets clubs after engaging in these lessons within school.</p> <p>Display boards to be used to display children's achievements from PE lessons and sporting competitions – what skills have the learnt?</p>	<p>Continue to embed the real PE philosophy of promoting personal best and developing FMS.</p> <p>Introduce more PE/physical focused clubs – football, Kixx, multi-skills, dance etc.</p> <p>Target less active children to attend PE specific clubs, e.g. football, dance, Kixx etc.</p> <p>Organise a 'Race for Life' event in school.</p> <p>Improve quality of provision in FS2 outdoor area to encourage active play and specific skills,</p>

Develop positive attitudes to health and fitness. Staff PE uniform	across sharing platforms such as Class Dojo.			e.g. travelling over and under objects. Work towards achieving a School Games Mark.
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Key indicator 3: Increased confidence, knowledge and skills of all staff in teaching PE and sport	Percentage of total allocation: 2%
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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 quality of teaching in PE through staff CPD from PE Coordinator, to further improve staff competence and confidence in planning, teaching and assessing PE. PE Coordinator to access CPD training opportunities and monitor subject development. Staff training to facilitate active playtimes. More children to partake in independent or structured activities at playtime.	CPD provision for all staff to support the development of the real PE programme and the online platform, including real Gym and real Dance. Access to the Jasmine platform to continue for all staff. Upskilling staff and share how to use assessment to enhance teaching and learning. All staff including teachers, teaching assistants and SMSAs to attend in school training on promotion of physical activity to support this.	£430	The Jasmine platform has been, and continues to be, used effectively as a tool in enhancing PE lessons. Teachers have found it useful in demonstrating skills to pupils. Staff feel more confident in teaching PE, including how to support and challenge pupils in order to engage every child in each lesson. Training for active playtimes has begun, however it will continue to be developed next year.	Teachers continue to use the Jasmine platform and real PE resources to support lessons. CPD for new teachers on the real PE approach. Continue to upskill staff through regular monitoring and discussions with staff. Staff to shadow PE and sport specialists to support their own delivery of PE lessons. Focus on assessment and challenging the more able pupils.

Key indicator 4: Broader experience of a range of sports and activities offered to all pupils	Percentage of total allocation: 5%
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Intent	Implementation		Impact	
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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>Increasing opportunities for children to trial new and different sports through PE curriculum and to encourage increased participation.</p> <p>Enhance and extend the range of physical activities and sports offered in and out of the curriculum.</p>	<p>Purchase new equipment to ensure the provision if a broader range of sports.</p> <p>School LTP to ensure a range of sports and activities covered in each year group.</p> <p>Increase the range of sports offered as after school clubs.</p> <p>Broaden the range of sports offered to children through taster sessions and through external providers.</p>	<p>£1000</p>	<p>Pupils have had the necessary equipment needed to participate in lessons fully and therefore engagement has improved.</p> <p>After school club registers.</p> <p>Children take up sports with local clubs outside of school hours (rugby, cricket, football etc.)</p> <p>Year 2, 3 and 4 pupils engaged well with the rugby taster sessions offered by Dinnington Rugby Club and spoke highly of their experiences.</p>	<p>Continue to broaden the range of extra-curricular clubs and activities for pupils to engage in.</p> <p>Source specialist coaches, local clubs and providers to deliver taster sessions to pupils.</p> <p>Audit PE equipment on a half termly basis.</p>

Key indicator 5: Increased participation in competitive sport				Percentage of total allocation:
				0%
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:
To develop opportunities for pupils to engage in competitive sport, including promoting local sports clubs. To attend local sports competitions to work alongside, and compete against, other local schools.	Promotion of local clubs through taster sessions and specific PE lessons. Continued affiliation with Wales High School and JMAT schools for inter school competitions.	£0	Higher uptake with pupils joining local clubs and sports teams. Years 1 and 2 attended 10 Base Rounders competitions and a group of 10 Year 6 pupils attended a Kwik Cricket tournament at WHS. All children were enthusiastic about attending and excited for future events.	Continue to source local clubs, specialist coaches and providers to deliver taster sessions to pupils. Continue to buy into the local school sports package and attend a range of festivals and competitions. Plan and deliver a school sports week, focusing on health and wellbeing as well as fitness.

Signed off by	
Head Teacher:	
Date:	
Subject Leader:	Lucie Singh-Bhatti
Date:	21.06.22
Governor:	
Date:	