

# 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  | £ 10,000 |
| Total amount allocated for 2020/21  | £27, 658 |
| How much (if any) do you intend to carry over from this total fund into 2021/22?    | £ 16,000 |
| Total amount allocated for 2021/22  | £ 17,820 |
| Total amount of funding for 2021/22. To be spent and reported on by 31st July 2022. | £ 33,000 |

## Swimming Data

Please report on your Swimming Data below.

|   |   |
|---|---|
| Meeting national curriculum requirements for swimming and water safety.<br><br>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.<br><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?<br><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 2020.<br>Please see note above  | 93%   |
| What percentage of your current Year 6 cohort use a range of strokes effectively [for example, front crawl, backstroke and breaststroke]?<br>Please see note above  | 93%   |
| <b>What percentage of your current Year 6 cohort perform safe self-rescue in different water-based situations?</b>  | 93%   |
| 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?   | Yes/No we use the sports premium funding to support towards cost of |

|  |  |
|--|--|
|  | hiring another pool to enable the children to take part in deep water swimming |
|--|--|

## 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:                | Date Updated:   |  |
|--|--|--------------------------------------|---|--|
| <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:<br>%   |
| Intent   | Implementation   |                                      | Impact  |  |
| <i>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:</i>   | <i>Make sure your actions to achieve are linked to your intentions:</i>  | <i>Funding allocated:</i>            | <i>Evidence of impact: what do pupils now know and what can they now do? What has changed?:</i>   | <i>Sustainability and suggested next steps:</i>  |
| <p>Increase engagement of pupils in regular physical activity through access of intra and interschool competitions.</p> <p>Train pupils to be play leaders and support the younger children during playtimes. Year 6 play leaders to then train the year 5 children in the summer term so that they are ready for the next academic year.</p> <p>Raise awareness of the Chief Medical Officer's guidelines that all children should be active for 30 minutes at school.</p> <p>All children to have the opportunity to take part in different sports during lunchtime.</p> | <p>Join Cambridge sports partnership.</p> <p>JS from sports partnership to train and support the children with their play leader training.</p> <p>Continue with the daily mile, purchase 5aday TV for all classes to use.</p> <p>Sports coaches to work alongside midday assistants to provide different sports during lunchtime. Timetable to be put in place to encourage all children to take part in sports at lunchtimes across the week.</p> | <p>£900</p> <p>£230</p> <p>£4000</p> | <p>Children are working together and taking part in a range of activities and sports. The school attended all of the opportunities available to them including activities for those children that do not take part in many sports.</p> <p>Children both at home and school have been encouraged to stay active through online platforms at home and at school.</p> <p>Children were timetabled in classes to participate in different sports at lunchtimes.</p> | <p>Re-join the partnership in the next academic year and sign up for the football league to encourage more children to be involved sports out of school.</p> <p>Train next year's year 6 children to be play leaders. Create a play leader shed and purchase resources for this. Make sure that the resources are continually being audited.</p> <p>Look at employing JSSE sports for more lunchtimes to allow for all classes to attend a lunchtime sports club every week.</p> |
|  |  |                                      |   | Percentage of total allocation:  |

| Key indicator 2: The profile of PESSPA being raised across the school as a tool for whole school improvement  |  |                           |   | %   |
|---|--|---------------------------|---|---|
| Intent  | Implementation   |                           | Impact  |   |
| <i>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:</i>                  | <i>Make sure your actions to achieve are linked to your intentions:</i>  | <i>Funding allocated:</i> | <i>Evidence of impact: what do pupils now know and what can they now do? What has changed?:</i>   | <i>Sustainability and suggested next steps:</i>   |
| Develop outdoor adventurous activities and team building activities across the school. All children to complete team building activities in houses or classes at least half termly. | DP to work with PE specialist to plan regular opportunities for whole school outdoor learning opportunities.<br><br>Cherry and Apple tree class to attend forest school on a Friday. DP and SS to look at the different resources that will be needed for forest school to maximise the children's learning.                                     | £500                      | Regular OAA opportunities took place across the year including in focus weeks such as Mental health week and book week. Children worked well together and towards the end of the year, the children were problem solving and listening to each other's ideas. | Encourage JS to work with the staff to develop their knowledge and understanding of OAA and how that can be embedded across the curriculum. |
| Develop outdoor areas to promote PESSPA e.g. improving playground environment and gym trail in particular for EYFS and KS1.   | Plan with head teacher and EYFS teacher an outdoor environment that promotes the physical needs of all children.<br><br>Get in contact with different companies to see what they could offer and research the different opportunities that are available to enhance the area further.<br><br>Look at gym trails, gross and fine motor equipment. | £12,000                   | This project is within its first stage of the development where there will be a new surface laid. Once this has been completed this money will be used to ensure that there is efficient gross motor equipment available for the children.                    | To continue to liaise with JH regarding the progress of the project.  |

| Key indicator 3: Increased confidence, knowledge and skills of all staff in teaching PE and sport  |   |                           |  | Percentage of total allocation:   |
|--|---|---------------------------|--|---|
|  |   |                           |  | %   |
| Intent   | Implementation  |                           | Impact   |   |
| <i>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:</i> | <i>Make sure your actions to achieve are linked to your intentions:</i>   | <i>Funding allocated:</i> | <i>Evidence of impact: what do pupils now know and what can they now do? What has changed?:</i>  | <i>Sustainability and suggested next steps:</i>   |
| To understand the strengths and weaknesses of all staff related to the teaching of PE and to provide the necessary support and training where needed.              | <p>To pay for the package from the SCSSP for a specialist teacher to come into school for one morning a weekend to support and work alongside teachers.</p> <p>School timetable ensures that the specialist teacher works with at least one teacher a week.</p> <p>Lesson planning will be completed by the specialist teacher alongside the class teacher.</p> | £6,000                    | <p>JS has worked with all teachers in an area that they felt that they needed support with.</p> <p>Teachers all expressed how beneficial this support was and that their confidence has grown within the subject.</p> <p>Children had the opportunity to showcase what they had learnt in dance and gymnastics to other classes.</p> | <p>Purchase the support package from SCSSP next year.</p> <p>Meet with staff to determine what support they need next year.</p> |
| Key indicator 4: Broader experience of a range of sports and activities offered to all pupils  |   |                           |  | Percentage of total allocation:   |
|  |   |                           |  |   |
| Intent   | Implementation  |                           | Impact   |   |
| <i>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:</i> | <i>Make sure your actions to achieve are linked to your intentions:</i>   | <i>Funding allocated:</i> | <i>Evidence of impact: what do pupils now know and what can they now do? What has changed?:</i>  | <i>Sustainability and suggested next steps:</i>   |



|  |  |       |  |   |
|--|--|-------|--|---|
| Develop the scooter skills of the children in year 1 and year 2.   | Buy into the package for a specialist teacher from SCSSP to provide and lead a scooterability programme.   | £250  | All children completed the training and passed. Two children that were unable to scoot were able to successfully by the end of the programme.                              | Purchase this package again this year.                                      |
| Organise experiences for children  | Through SCSSP book and organise a visit from a former BMX Olympian- Mike Mullen. This opportunity to be available to the whole school via an assembly and workshops organised for year 5 and 6. Link to PSHE- growth mind set. | £520  | Very successful, all children and staff spoke very highly of the experience.<br><br>A child that couldn't ride a bike, was inspired to learn both in the lesson and after. | Book the BMX experience for the next academic year.                         |
| Sensory circuits offered to children who need it across the school in the mornings to improve fine and gross motor skills and attitude and readiness for learning. | Staff to be trained in sensory circuits. TF to receive training with the SCSSP.<br>Sensory circuits to run every morning before school and an additional session once school starts.   | £3000 | Sensory circuit training complete. Resources purchased.  | Assess which children need sensory circuits and provide club/opportunities. |
| Mini medics first aid  | Year 5 and 6 children to take part in basic first aid training.  | £320  | This didn't take place- moved to next academic year.   |   |



| Key indicator 5: Increased participation in competitive sport   |   |                           |   | Percentage of total allocation:   |
|---|---|---------------------------|---|---|
|   |   |                           |   | %   |
| Intent  | Implementation  |                           | Impact  |   |
| <i>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:</i>  | <i>Make sure your actions to achieve are linked to your intentions:</i>   | <i>Funding allocated:</i> | <i>Evidence of impact: what do pupils now know and what can they now do? What has changed?:</i>   | <i>Sustainability and suggested next steps:</i>   |
| <p>To develop increased participation in all sports through connection with the sports partnership and cluster schools.</p> <p>Promote and encourage children to attend outside clubs and competitions.</p> | <p>DP to book a range of sporting opportunities for all of the children through the partnership.</p> <p>DP and AB to join the football league and play other schools in the local area.</p> | £1500                     | <p>Children are working together and taking part in a range of activities and sports. The school attended all of the opportunities available to them including activities for those children that do not take part in many sports.</p> <p>The school had an active team in the</p> <p>A good uptake of different clubs across the school.</p> | <p>Sign up to competitions and festivals.</p> <p>Liaise with JSSE sports to provide more clubs in the school ready for the new academic year.</p> |

|                 |               |
|-----------------|---------------|
| Signed off by   |               |
| Head Teacher:   | James Hayward |
| Date:           | 10/09/22      |
| Subject Leader: | Donna Peck    |
| Date:           | 10/09/22      |
| Governor:       | Poppy Short   |
| Date:           |               |