

Evidencing the Impact of the Primary PE and Sport Premium

Website Reporting Tool
Revised November 2019

Commissioned by



Department
for Education

Created by



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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

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 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 **31st July 2020** 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 2020. To see an example of how to complete the table please click [HERE](#).

Support for review and reflection - considering the 5 key indicators from DfE, what development needs are a priority for your setting and your pupils now and why? Use the space below to reflect on previous spend and key achievements and areas for development.

Key achievements to date until July 2021:	Areas for further improvement and baseline evidence of need:
Pedometer competition increased daily activity across the whole school Outdoor learning training given Successful Y4/5 OAA based camp out All staff using outdoor learning cards All equipment has been tested and is safe to use Play leaders and ready to support at play and lunchtimes Lunchtime Over and In club successful in promoting active lunchtimes. All children involved. Lunchtime All Stars dance and acrobatics club successful in promoting active lunchtimes. All children involved. Year 1, 2, 3, 4, 5 and 6 supported by HSSP for PE lessons developing confidence and teacher expertise. Reception- balance ability. Providing children with basic skills to meet ELG. IPads used for assessment of PE. Subject lead has access for evaluation and monitoring. Friendship run completed during lockdown both at school and at home provided by HSSP. Spring into action campaign completed during lockdown both at school and at home provided by HSSP.	Sports council to be formed OAA equipment to be purchased. Moki bands to be purchased to increase physical activity Additional swimming Lunchtime and afterschool clubs to be embedded Sensory circuits to be established Paralympic afternoon. Playground leaders embedded. Balance ability HSSP subscription Whizz kids for targeted children Summer Fiesta- morning Equipment to replace broken/tired items. Supply and coaches to allow for children to attend competitions.

Meeting national curriculum requirements for swimming and water safety.	
What percentage of your current Year 6 cohort swim competently, confidently and proficiently over a distance of at least 25 metres? 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.	71%

What percentage of your current Year 6 cohort use a range of strokes effectively [for example, front crawl, backstroke and breaststroke]?	75%
What percentage of your current Year 6 cohort perform safe self-rescue in different water-based situations?	67%
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?	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: 2021/22		Total fund allocated: £17,300	Date Updated: 24.09.21	
Key indicator 1: The engagement of <u>all</u> pupils in regular physical activity – Chief Medical Officer 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	22%
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:
New equipment bought to facilitate higher quality PE Fix any equipment that is not usable.	Ensure equipment is safe to use.	£449.68 £152	Purchased to promote engagement and physical activity at break and lunchtime.	For all children in the school to improve cardio and strength.
Sensory Circuits intervention	Ensure correct equipment is purchased. Train and employ staff to carry out intervention.	£2011.06	Purchased to encourage SEN and less able children to become more active/confident in PE.	Employ a trained TA to run sensory circuits every day for identified children.
Additional Year 6 Swimming Transport to get to and from swimming.	Ensure children are able to swim 20m in a variety of strokes.	£1165	Purchased for water safety and CPD for class teachers.	Class teachers are confident in supporting the teaching of swimming.

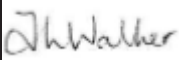
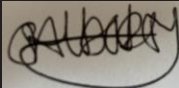
Key indicator 2: The profile of PESSPA being raised across the school as a tool for whole school improvement				Percentage of total allocation:
Intent	Implementation		Impact	40%
Your school focus should be clear what you want the pupils to know and be able to do and about what they need to learn and 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:
For all children to increase additional 30 minutes of physical activity a day.	Moki band purchase. Increasing additional 30 minutes of activity a day. Each class will be challenged each week to gain the most steps. This will then be celebrated every Friday in celebration assembly.	£4850	Children are alert and ready to learn as the daily run has been encouraged more to ensure more steps are completed.	These can be used year on to motivate children to stay more active on the playground.
To encourage all children to participate in sporting activity	Lunch time club run by All Stars Dance.	£1890	Engagement in lunchtime clubs has increased and has impacted the amount of steps children are completing.	Children are able to support coaches and come up with their own activities.
To raise the profile of PE through reading.	Books have been purchased in a variety of reading levels linked to sport and sports people.	£190.26	Children are accessing books and taken them home as library books.	Books will be kept in library for all to access. They can be used years to come to engage the children.

Key indicator 3: Increased confidence, knowledge and skills of all staff in teaching PE and sport				Percentage of total allocation:
Intent	Implementation		Impact	22%
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:
Teachers to feel more confident in areas they feel they struggle in PE.	Specialised coaches provided by HSSP will come and support class teachers once a half term to provide CPD support.	£3775	Spring 1 Year 3 multi-skills Year 5 OAA Summer 1 EYFS athletics Year 2 gymnastics Year 6 dance Summer 2 Year 1 Dance Year 5 Gymnastics Year 6 Multisport	Teachers gain knowledge and can share between team.
Key indicator 4: Broader experience of a range of sports and activities offered to all pupils				Percentage of total allocation:
Intent	Implementation		Impact	8%
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	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:

consolidate through practice:				
Additional achievements: Increase gross motor skills for EYFS children.	Balance ability provided by HSSP	£250	Evidence on SeeSaw of children taking part and progressing through sessions.	Skills will be built on through Bike ability in KS2.
Clip 'n' climb Cambridge trip Year 3.	Coach for travel.	£235		
Paralympic event	HSSP to provide a paralympic event day so children can experience different activities.	£250	Friendly competitive spirit. Evidence on SeeSaw of children taking part.	Skills have been built on. Teachers have taken ideas specifically for a child with autism that struggled to access PE lessons.

Key indicator 5: Increased participation in competitive sport				Percentage of total allocation:
				%
Intent	Implementation		Impact	12%
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:
For all classes to compete in step related competition.	Moki band purchase. Each class will be challenged each week to gain the most steps. This will then be celebrated every Friday in celebration assembly.	See key indicator 2.	Friendly competitive spirit between classes. Within each class all children encouraged to do as many steps as they can by their peers.	Moki bands to continue, more competitions for next year. Sports Crew to decide on these.
Increased resilience and setting personal goals. Pupils will work together successfully as a team Pride in our school achievements. Support for pupils to attend tournaments and engagement of wider community in sports activities. Supply for teachers to attend competitions. Coach travel to and from tournaments	Attend as many tournaments as we can, for a wide range of year groups. Rapid Fire Cricket Year 1 and Year 2 1 SEN, 2 PPG, 3 BAME TAG Rugby Year 5 and Year 6 2 SEN, 3 PPG Girls Football Year 5 and Year 6 2 PPG Multi skills Year One and Year Two 1 SEN, 1 PPG Colour Run Year 6 3 SEN, 3 PPG Futsal Year 5 and Year 6 2 PPG	£525.85 £1556.15	Self-esteem will be raised and children will be able to work better as a team. Children will be proud to represent their school and will be keen to participate in activities.	Keep a calendar of events.

	Gymnastics Year 3 and Year 4 Girls Football Year 5 and Year 6 Netball Year 5 and Year 6 Orienteering Year 3 and Year 4 Girls Football Year 3 and Year 4 Tennis Year 3 and Year 4 Athletics Year 5 and Year 6 Cricket Year 4 Mini Monsters American football Year 5 Locate mini bus provider and pay subscription to use.			
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Signed off by	
Head Teacher:	
Date:	14.07.22
Subject Leader:	
Date:	14.07.22
Governor:	
Date:	14.07.22