

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](#).



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 2021. Please see note above</p>	<p>86%</p> <p>Other 14% of children to accompany year 5 Summer 2023 for additional swimming.</p>
<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>	<p>86%</p> <p>Other 14% of children to accompany year 5 Summer 2023 for additional swimming.</p>
<p>What percentage of your current Year 6 cohort perform safe self-rescue in different water-based situations?</p>	<p>86%</p> <p>Other 14% of children to accompany year 5 Summer 2023 for additional swimming.</p>
<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>	<p>No</p>

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: £17,480		Date Updated: 05/01/23	
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: 3%
Inte nt	Implementation		Impa ct		
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:	
All children have the opportunity to engage in physical activity during the school day (lunchtimes, afterschool clubs etc)	<p>Train play leaders from years 5 to be able to ,after training is complete , run their own lunchtime activities for the rest of the school.</p> <p>After school clubs set up for each night changing them regularly to provide children with a greater choice of physical activities.</p> <p>Introduce a range of sports and physical activities (Basketball, Tennis, Football, Street dance, gymnastics) to encourage more pupils to take up sport and physical activities</p> <p>When possible, broaden the variety of extra-curricular activities after school, delivered by the school or other local sports</p>	Arena package – See below	Children engaging in physical activity at lunch times and afterschool improving their health and wellbeing. Play leaders will keep a tally of how many children choose to engage with their activities to monitor this. Registers will be used to monitor attendance of afterschool clubs.	Each year train new play leaders (Year 5 children) and keep children on a rota so as not to overwhelm them. Children show passion for alternative sports and engage in them outside of a school setting.	

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	organisations(Active awareness, martial arts).			
All children able to safely and confidently ride a bike.	<ul style="list-style-type: none"> • Bikeability Y5 October 2022 	£500.00	All Year 5 children can ride a bike. Children will then engage in cycling outside of the school setting and engage in this form of physical activity independently.	Essential life skill, encourage more children to lead more healthy, active lifestyles.
Key indicator 2: The profile of PESSPA being raised across the school as a tool for whole school improvement				Percentage of total allocation: 10%
Inte nt	Implementation		Impa ct	
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:
Develop indoor space for sporting events and PE lessons during adverse weather conditions.	Hall markings to be drawn in the hall to clearly mark out tennis, netball and 5 a side football pitches.	£1231	Children able to play a greater range of sports safely in the hall for intraschool competitions and PE lessons when the weather conditions are poor.	Use this space to host intra school events making greater use of the hall.

Promote initiatives such as walk to school week to encourage active movement outside of the school day	Walk to school week to be set up and launched in an assembly by the PE coordinator. Set whole school and class goals to aim for.		All children engage in 30 minutes of physical activity every day.	Develop a lifelong habit of daily physical activity. Play leaders can oversee the active mile every day as one of their designated lunch activities. Walk to schools week can be relaunched every year.
Promote active 30 minutes of active participation across the school.	Active 30/30 audit conducted by Arena and feedback passed to PE Co-ordinator.	Arena package – see below	Develop a plan of implementation for 30 active minutes to be shared with staff giving children greater opportunity to be active during the school day.	Audit completed and once implementation begins next steps can be assessed based on staff feedback on any changes.
Monitor the level of engagement of a range of groups across the school i.e. SEND, PP etc.	Begin to the absolute education tool to assess how many children are taking part in different types of physical activity. i.e. after school clubs, inter school and intra school competitions.	Arena Package- see below	Identify key groups to target in the future to improve engagement in areas of the PE curriculum across the school.	Absolute education updated regularly by Admin team and PE Co-ordinator. Groups of children can be targeted to promote engagement in after school clubs and competitions. Pupil talks with these groups to identify reasons for low engagement.
All children the opportunity to play a wider range of invasion games inside and outside	<ul style="list-style-type: none"> • Purchase sporting equipment allowing more children to play a range of invasion games at any one time as well as allowing more children to practice skills during PE lessons independently. • Purchase specific equipment for EYFS children to practice development of motor skills (throwing and catching) 	£618	Provide children with a positive experience in schools sport and raise the profile across the school.	Develop a lifelong habit of daily physical activity. Access to equipment increases participation and choice in sport.
Introduce new a range of physical activity or sports to develop interest from the	Healthy Schools Week – hire a range of practitioners to run activities for the children	£1,610	Healthy lifestyle benefits shown and encouraged for the children to bring	Alternative sports can offer disaffected children an alternative pathway into

children regarding their physical engagement.	throughout the week in a variety of sports that the children may not usually have the opportunity to experience such as archery, ultimate frisbee etc.		forward with them in their lives. Inspire children's curiosity in different sports and activities.	healthy and active lifestyles
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Key indicator 3: Increased confidence, knowledge and skills of all staff in teaching PE and sport	Percentage of total allocation:
	77%

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:
Develop quality provision and increase knowledge and skills of all staff in areas of Pe and Sport. Improve children's skills progression and access to sport and games through the use of external practitioners.	External coach to work alongside teaching staff in order to develop staff capacity and expertise. Arena practitioner 3 afternoons each week all teachers to receive one session per week from specialist coach.	£13,521	Observations made by PE co-ordinator of staff teaching units which they have previously observed being delivered by arena practitioner.	Increased staff confidence, knowledge, skills and understanding developed
Develop staff confidence and quality of provision for staff led wild tribe sessions	Inset session to provide staff with skills and greater confidence to lead Wild tribe sessions more regularly by focussing on skills using tools and fire. Led by wild tribe practitioner.	Arena Package – see above	Staff more confident to teach wild tribe skills independently without Wild Tribe practitioner present. This will allow children a further opportunity to practice these key skills and develop them further.	Staff able to teach Wild Tribe sessions half termly doubling the amount of wild tribe engagement across the school.

Key indicator 4: Broader experience of a range of sports and activities offered to all pupils	Percentage of total allocation:

Intent	Implementation		Impact	
Your school focus should be clear what you want the pupils to know	Make sure your actions to achieve are linked to your	Funding allocated:	Evidence of impact: what do pupils now know and what	Sustainability and suggested next steps:

and be able to do and about what they need to learn and to consolidate through practice:	intentions:		can they now do? What has changed?:	
Improve wellbeing and mental health in school by exploring and showing how exposure to the natural environment can have a positive effect.	Wild tribe sessions to be delivered each half term for every class focussing on a different skill i.e. survival, foraging, shelters etc. Progression of these skills to be achieved created as the year continues.	Arena Package – see above	Children will develop a greater understanding of the world around them. The children will be able to build their understanding on previously learnt skills from years before.	Developing an early interest in physical activity outdoors. This may develop into a wild tribe club in the future.

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:
Compete against other children in the school in intraschool competitions promoting teamwork, resilience, fair play and sportsmanship.	PE coordinator to organize competitions in the spring and summer terms for children in Key Stage 1, lower key stage 2 and upper key stage 2 to take part in their respective groups.		Increased profile of PE across the school. Greater development of social and communication skills for the children with children of different age groups.	Participation in termly intra school competitions. Children to engage in this half termly in future years.
Compete against other schools in the school in interschool competitions promoting teamwork, resilience, fair play and sportsmanship.	Arena scheduled sporting events to be attended by PE co-ordinator every half term ensuring a range of children get to participate across different groups i.e. age, PP, SEND etc		Increased profile of PE across the school. Greater development of social and communication skills for the children with children of different age groups. Greater enthusiasm from children to engage in sporting activities in and outside of school.	Arena to organise events yearly. School to attend events at least once every half term with aspirations to increase if possible.

Signed off by	
Head Teacher:	
Date:	
Subject Leader:	
Date:	
Governor:	

Created by:



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Date:	
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