

# 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** to the quality of Physical Education, School Sport and Physical they offer. This means that you should use the Primary PE and

- 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.

sustainable improvements  
Activity (PESSPA)  
sport premium to:





We recommend you start by reflecting on the impact of current provision and reviewing the previous spend.

### Details with regard to funding

Please complete the table below.

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.

### Swimming Data

Please report on your Swimming Data below.

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](#).

Total amount carried over from 2019/20	£1,795
Total amount allocated for 2020/21	£16,290
How much (if any) do you intend to carry over from this total fund into 2021/22?	£0
Total amount allocated for 2021/22	£16,270
Total amount of funding for 2021/22. To be spent and reported on by 31st July 2022.	£16,270

## 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.

<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><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></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><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. Please see note above</p>	<p>Due to small numbers in each cohort, we are unable to publish percentages.</p>
<p>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</p>	<p>Due to small numbers in each cohort, we are unable to publish percentages.</p>
<p><b>What percentage of your current Year 6 cohort perform safe self-rescue in different water-based situations?</b></p>	<p>Due to small numbers in each cohort, we are unable to publish percentages.</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 <b>over and above</b> the national curriculum requirements. Have you used it in this way?</p>	<p>Yes. We take Years 2-6 swimming for 30 weeks of the academic year.</p>



Academic Year: 21/22		Total fund allocated: £16,270		Date Updated: 11 <sup>th</sup> July 2022	
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:
					18%
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:
Provide pupils with suitable sports equipment for use during organised sports lessons and less structured breaks and playtimes with particular focus on team games.	Various types of sports equipment purchased including a table tennis table, a basketball unit and various basketballs / footballs / tennis balls / foam sponge balls to encourage team games and friendly, competitive play during playtimes and PE lessons.	£1,800	Following the return to group play after the various lockdowns and restrictions of 20/21, children needed encouragement to participate in group sports in a friendly, competitive manner whilst undertaking regular physical activity.		Continue to use sports equipment to encourage children to participate in team / competitive sports. Purchase further equipment as necessary.
Take Years 2-6 swimming for 30 weeks of the academic year which is over and above the national curriculum requirements.	Weekly swimming lessons for 5 years (from Years 2-6) provides children with ample opportunity to hone their swimming skills to meet and /or exceed national curriculum requirements for swimming and water safety. Extra teaching	£1,200	All children have the opportunity to meet and / or exceed national curriculum swimming requirements, whilst becoming increasingly water confident over five years of weekly swimming lessons.		Continue to offer the opportunity for Years 2-6 to participate in weekly swimming lessons by providing extra teaching assistant support required.

	assistant support is required to ensure that all children from Years 2-6 have the support they need as there are three different swimming groups with differing ability levels.		Swimming is excellent exercise which Years 2-6 have the opportunity to participate in for 30 weeks of the academic year.	
<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:
				44%
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:
Playground Leaders to direct sports activities during breaks and playtimes.	Teaching assistants actively promote friendly team games during breaks and playtimes with an emphasis on turn-taking and fairness. Break time activities often extend into the village field / school garden to encourage a broader range of activities.	£2,000	Children learn to play team games in a fair and organised manner whilst having fun and getting plenty of exercise. Children learn to use their imaginations to create new games in different environments.	Continue with robust teaching assistant support to maintain breaktime activities.
Use regular Forest School activities as an opportunity for outdoor learning, creativity and confidence-building.	Extra teaching assistant support is required to ensure all children are engaged in and optimising the	£1,200	Children's increased confidence and love of the outdoors built up during regular Forest School	Ensure that Forest School sessions continue throughout the next academic year.



<p>The opportunity for pupils to participate in a range of adventurous outdoor activities and the opportunity for all pupils in the Junior Class to participate in a residential week at White Hall Outdoor Education Centre.</p>	<p>opportunities offered during regular Forest School sessions.</p> <p>Forest School Equipment including gardening equipment, plants, soil, sandpit and hi-vis vests.</p>	£1,000	<p>sessions throughout the academic year.</p>	<p>Purchase any new equipment required and ensure adequate staffing.</p>
	<p>To enable all children to be given the opportunity to participate in adventurous activities and residential visits, adequate staffing is imperative – teaching assistant support, additional teaching hours and relief cover in school for staff on residential / outdoor visits.</p>	£2,000	<p>Increased confidence and resilience in children as they successfully participate in adventurous activities. Increased awareness of the importance of teamwork as children work together and support each other in White Hall Activities. Building positive relationships as children spend time together during the residential week. Increased core stability and strength gained from climbing and other physical activities.</p>	<p>Maintain our positive links with White Hall Outdoor Education Centre to continue to provide all children with the opportunity to participate in new and adventurous outdoor activities.</p>
	<p>White Hall activities and transport costs.</p>	£1,000		

Key indicator 3: Increased confidence, knowledge and skills of all staff in teaching PE and sport				Percentage of total allocation:
				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:
We continued to be limited by Covid-caution and Covid outbreaks throughout the early part of the academic year, so were restricted in the use of external sports coaching during this time. However, in-school staff continued to take the opportunity to share skills and brainstorm ideas.	Teachers to provide extra sports lessons to pupils whilst other staff (particularly TAs) are given the opportunity to learn new methods of engaging pupils in sporting activities. Staff have attended various events at White Hall Outdoor Education Centre and interschool competitions in the later part of the academic year where confidence, knowledge and skills in the teaching of PE and sports have increased.	£1,400	All staff have increased knowledge as to how to engage pupils in sporting activities and playtime games through in-house skills-sharing and external events and competitions. This enables staff to include all children with additional physical and SEN requirements in sporting activities.	Continue to re-introduce our programme of external sports coaches (starting with our much-anticipated Street Dance Workshop in July 22) to allow pupils and staff to participate in and learn about a variety of different types of sporting activity.




Key indicator 4: Broader experience of a range of sports and activities offered to all pupils				Percentage of total allocation:
				14%
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:
A regular programme of weekly dance / movement lessons culminating in termly performances (Harvest / Christmas / Easter / Summer).	Regular opportunities throughout the school year for the children to demonstrate their dance and co-ordination skills acquired in their weekly dance lessons.	£2,000	Pupils' increased confidence and ability attained through dance performances. Cultural knowledge of different types of music / dance styles from around the world and the UK (e.g. traditional country dancing).	Continue with this highly successful dance programme in the next academic year.
Provide the opportunity to attend and participate in a broader range of physical activities.	To organise a street dance workshop to introduce children to completely different types of dance styles.	£300	Children aware of completely different, 'cooler' types of dancing and exercise.	Continue to explore a further range of interesting and challenging sporting opportunities in the next academic year.

Key indicator 5: Increased participation in competitive sport				Percentage of total allocation:
				15%
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:
In the later part of this academic year, we have once again been able to provide the opportunity for pupils to attend other schools for interschool sporting competitions.	Walks to other local schools to attend friendly sports days and competitions. Extra staffing to ensure safety and inclusion.	£870	Pupils have participated in various interschool competitions to demonstrate their sporting skills acquired in the playground, and have also had the opportunity to meet children and staff from other schools and learn new games. Walking to other schools where possible, thereby incorporating exercise into the journey.	Continue to arrange and expand interschool competitions with other local schools throughout the next academic year.
During the earlier part of the academic year, we were still a little Covid-cautious and Covid-restricted (due to Covid outbreaks in our school and other schools) so largely maintained our in-house competitive	Staff encouraged children to compete against each other in friendly games during PE lessons and playtimes. Extra staffing needed to work with small groups for skills building and in-house competitions.	£1,500	Pupils have become accomplished at popular playtime games such as dodge ball, football, basketball and table tennis. Stamina and fitness in all children have been largely	Continue with these low-key in-house sporting activities as the children obviously enjoy them, especially when they get the chance to show off their skills and fitness at interschool competitions!



sports programme which began in the previous academic year.			increased by our weekly run around the village.	
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Signed off by	
Head Teacher:	
Date:	12/7/22
Subject Leader:	Jer Plevy
Date:	12/7/22
Governor:	Elcock-Elson
Date:	11.07.22