

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](#).



Details with regard to funding

Please complete the table below.

Total amount carried over from 2019/20	£0
Total amount allocated for 2020/21	£16,390
How much (if any) do you intend to carry over from this total fund into 2021/22?	£0
Total amount allocated for 2021/22	£16,440
Total amount of funding for 2021/22. To be spent and reported on by 31st July 2022.	£16,440

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.</p> <p>Please see note above</p>	0%
<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>	0%
<p>What percentage of your current Year 6 cohort perform safe self-rescue in different water-based situations?</p>	0%
<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>	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: 2020/21	Total fund allocated:	Date Updated:		
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: 21%	
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:
Pupils accessing bikes during play time to encourage a more active style of play	Repair and upkeep of bikes to ensure maximum number of bikes are functional and available Replacement of safety wear	£1000 £300	The bikes and wheeled vehicles come out every lunch time. Learners are wearing the correct safety equipment and are keen to use the equipment. Less confident learners are supported by adults to use suitable equipment and have a go because they see their peers doing so.	
Enhance the pool sessions, increase the number of activities and allow additional ways to improve water confidence	Purchase new swimming resources to replace existing worn ones and add new variety to compliment swimming framework. Upgrade storage for equipment to improve lifespan.	£2200	Greater range of resources supports a more formalised approach to teaching water safety and confidence. The new framework provides progression and sequencing of water skills.	

Key indicator 2: The profile of PESSPA being raised across the school as a tool for whole school improvement				Percentage of total allocation:
				53%
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:
Swimming curriculum produced and assessment framework available to log progress	Framework researched and discussed with swim trained OT Framework agreed and shared with all staff	£150	Learners are having their progress monitored using the framework on EfL and this is allowing for swimming groups to be streamed on the basis of ability	
Improved equipment and resources to facilitate a greater range of active play	Reinvigorate the resources available for learners to use during their unstructured play time Staff CPD on encouraging play activities	£1700	A greater range of play has been seen across the school with learners investigating resources at a level that is appropriate and meaningful for them.	
An engaging and attractive resource for learners to interact with and hopefully reduce outbursts.	Purchase, installation and staff training around digital "active wall"	£6,800	Learners will request access to the wall. The mobile unit has been used to support transitions and introduce the concept of competition, both against a peer but also against one's own prior achievement.	

Key indicator 3: Increased confidence, knowledge and skills of all staff in teaching PE and sport				Percentage of total allocation:
				6%
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:
Staff will be trained in a recognised movement based offer that will compliment and enhance the therapeutic programmes needed by a range of learners	MOVE training for staff Course resources In-house CPD for all staff	£500 £200 time	MOVE programme trialled but not yet embedded Improved understanding of the MOVE programme	Roll out formally in next academic year
Staff to have increased understanding of the movement needs of our learners and how to meet their needs in productive and purposeful ways	Whole school training by OT (2 Twilights)	£360	Increased understanding demonstrated through staff incorporating movement breaks and proprioceptive activities into individual timetables.	

Key indicator 4: Broader experience of a range of sports and activities offered to all pupils				Percentage of total allocation: 20%
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:
Improved outdoor facilities for self-led active play: safari trail playground marking	Research available playground marking companies. Discuss activities and ordering with OT	time £150 £1600	Pupils enjoy following the instructions and interacting with the trail. Some have incorporated it into their daily routine and others enjoy challenging their friends. We have also observed our independent wheelchair user chasing his friends along the course.	
Improved outdoor facilities for self-led active play: adventurous “loose parts”	Source and obtain a range of larger scale, robust loose parts to allow learners to experiment with and interact with one their own terms.	£1500	The tubes have been a particular success, the learners have independently worked out that you can roll them up a slight incline, climb inside them and roll down. They are also pushing the tubes up the incline in pairs and working as a team.	

Signed off by	
Head Teacher:	Andy Holden
Date:	23/7/22
Subject Leader:	
Date:	
Governor:	Caroline Wansborough
Date:	23/7/22