

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	£0
Total amount allocated for 2020/21	£19,610
How much (if any) do you intend to carry over from this total fund into 2021/22?	£0
Total amount allocated for 2021/22 (Allocation to be confirmed in Autumn 21)	£
Total amount of funding for 2021/22. To be spent and reported on by 31st July 2022.	£

Swimming Data

Please report on your Swimming Data below.

<p>Meeting national curriculum requirements for swimming and water safety. 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 2020. Please see note above</p>	<p>90%</p> <p>Current Year 6 did not have the opportunity to attend swimming lessons this year for an assessment of their swimming attainment.</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>90%</p>
<p>What percentage of your current Year 6 cohort perform safe self-rescue in different water-based situations?</p>	<p>90%</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: £19,610	Date Updated: July 2021	
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 Key indicator 2: The profile of PESSPA being raised across the school as a tool for whole school improvement				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:
<p>To ensure the recovery curriculum supports children being active after their time in 'lockdown'.</p> <p>To ensure pupils are building good, healthy habits at school and at home that will carry them into their future lives.</p> <p>To ensure the curriculum and extra-curricular activities are varied so that pupils enjoy and engage in physical activity.</p> <p>To ensure pupils are active at breaks and lunch times to help reduce the risk of obesity and inactivity.</p> <p>Parents being aware of how to support their child in being active will ensure our pupils are fit and healthy citizens.</p>	<p>Even though there is limited space, ensure every class has at least 1 hour of PE a week during recovery curriculum.</p> <p>Implement daily exercise challenges for children to complete at breaktimes and lunchtimes.</p> <p>Implement weekly home-exercise challenges via Dojo for children to complete at home either on their own or as a family.</p> <p>A fitness article in the school newsletter to encourage engagement of activity at home.</p> <p>Organise after school sports clubs after recovery curriculum.</p>	<p>(see key indicator 3)</p> <p>£1000</p> <p>£2000</p> <p>(see Key indicator 5)</p>	<p>All classes had at least 1 hour of PE a week as part of the recovery curriculum. Additional breaktime and lunchtime activities and challenges were introduced to increase physical activity, IMPACT: Staff and pupils are aware of different ways and formats that we can be physically active. Physical education and mental wellbeing are prominent part of the school's recovery curriculum.</p> <p>Pupils' skills continue to be developed and be refined.</p> <p>Activities posted on Dojo for pupils and families to participate in – pupils see being active as part of their daily lives.</p>	<p>Home activities to continue to be posted on Dojo to ensure physical activity at home, and articles within the school newsletter to help encourage and support parents with keeping their children active whilst at home.</p> <p>Continue to purchase the correct equipment for Get Set 4 PE to ensure the curriculum can be delivered effectively.</p> <p>Continue to purchase a wide range of lunchtime playground equipment to ensure variety.</p>

<p>To support and develop pupils' gross motor skills so they can progress successful throughout their Physical Education.</p> <p>All staff being a good example to pupils by role modelling being active during PE lessons, breaktimes, lunchtimes and around school.</p>	<p>Continue to purchase the correct equipment for the Get Set 4 PE scheme.</p> <p>Increase the amount and range of sports equipment for break time and lunch time use.</p> <p>Play leader to organise and oversee lunchtime activities, including competitive sports</p> <p>Provide staff guidance/CPD on being good role models for being active.</p>		<p>Newsletter articles to outline ways in which parents can help keep their children be fit and healthy.</p> <p>IMPACT: Pupils make better active choices throughout the day and in their future lives. Pupils to self-activate and lead their own activities at home, understanding the benefits of this. Parents aware of how to improve their child's lifestyle and small changes they can make to help improve obesity levels.</p> <p>Playleader employed to organise and oversee lunchtime physical activities. IMPACT: All pupils are more physically active at lunchtimes.</p>	
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Key indicator 3: Increased confidence, knowledge and skills of all staff in teaching PE and sport				Percentage of total allocation:
				28%
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:

<p>A subscription to a PE scheme that comes with a clear, progression of skills and subject knowledge for teachers will support their understanding, delivery and assessment of PE, thus ensuring a high-quality PE curriculum.</p> <p>Purchasing resources in line with the GetSet4PE scheme will ensure teacher are supported in their delivery of PE/Sport lessons, ensuring physical activity is embedded throughout the school.</p> <p>The appointing of a PE lead will ensure quality monitoring and CPD for staff, thus impacting on the quality of PE/sports lessons and learning taking place.</p>	<p>Continue with online PE scheme – GetSet4PE</p> <p>PE lead to monitor and support teachers in PE and sport.</p> <p>Continue to purchase the correct equipment for the Get Set 4 PE scheme</p>	<p>£412</p> <p>£5000</p>	<p>Subscribing to a Get Set 4 PE has ensured progressive units of learning have been delivered, even during the recovery curriculum stage. Staff's subject knowledge and understanding have been supported in the delivery of these units. Pupils are able to use specific vocabulary for their PE unit and are able to discuss the new skills they have learned.</p> <p>PE lead delivered CPD on the intent of PE, a virtues-led approach and challenge/scaffold during lessons. IMPACT: staff's subject knowledge and understanding of how to challenge and scaffold in PE has increased.</p> <p>PE lead has not been able to monitor due to COVID restrictions.</p>	<p>Continue to subscribe to the scheme Get Set 4 PE to ensure the school' PE curriculum is varied and progressive, and to support staff's subject knowledge and deliver of the PE curriculum.</p> <p>Continue to purchase the correct equipment for Get Set 4 PE to ensure staff are supported and can deliver the curriculum effectively.</p> <p>To ensure the quality of teaching and learning in PE - Continue to support and develop the PE lead within their role, and to ensure monitoring can safely take place post COVID.</p>
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Key indicator 4: Broader experience of a range of sports and activities offered to all pupils				Percentage of total allocation:
				5%
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:

<p>Additional achievements:</p> <p>Selecting a range of sports and physical activities from the GetSet4PE scheme, and via extra-curricular activities, will ensure that pupils are introduced to a variety of new skills and experiences, thus developing their understanding and engagement in physical activity.</p>	<p>Through the GetSet4PE scheme, select units for PE lessons that would introduce children to new sports and physical activities, such as yoga, volleyball, fitness and OAA.</p> <p>When suitable, source and organise a range of after school sports clubs such as vigor boarding, marital arts, boxing, archery, yoga and dance.</p> <p>When suitable, source and organise external enrichment days that exposes children to a range of physical activities, such as archery, orienteering, rock climbing and kayaking.</p>	<p>£500</p> <p>£500</p>	<p>As part of the recovery curriculum, yoga was selected for the pupils' return ensure that their mental health was supported as well as their physical health.</p> <p>IMPACT: Pupils were supported with their transition back to school, both physically and mentally.</p> <p>Due to COVID restrictions, external enrichment activities were not available. However, in summer term, school staff led on afterschool sports clubs: hockey, dance and yoga. IMPACT: extra-curricular sports opportunities allowed pupils to be physically active after school and to apply learned skills in different contexts.</p>	<p>Continue to review the PE curriculum to ensure breadth and opportunities to introduce new sports and physical activities.</p> <p>Post COVID – start to increase the range of sports and enrichment activities for all pupils.</p>
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Key indicator 5: Increased participation in competitive sport				Percentage of total allocation:
				46%
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:
<p>Employing a qualified sports coach will ensure that pupils access quality competitive activities during lunchtimes and after school care. Pupils are to participate in at least one competitive sport a week via lunchtime activities.</p> <p>Pupils participating in competitive sports will increase their personal skills, such as determination, resilience and teamwork.</p> <p>Pupils participating in competitive sports will increase their enjoyment for physical activity, reduce their health risks and apply their sports skills.</p> <p>The school will develop links to other school communities – pupils will see sports enjoyed by other children and thus raise the profile.</p> <p>To ensure there are competitive sports being taught in every year group during PE sessions.</p>	<p>Employ a qualified sports coach to become a 'play leader' at lunchtimes and for after school care.</p> <p>Play leader to organise and oversee competitive activities at lunchtimes and after school.</p> <p>Play leader, and other staff, to identify pupils who are not participating in competitive sports and guide to do so.</p> <p>Play leader/staff to keep a log/register of pupils who are participating and target those who are not.</p> <p>Pupils reward with a 'house point' when they participate in a competitive sport.</p> <p>PE lead to organise in-school sports competitions when possible to do so (eg, Sports Day and Enrichment Days)</p> <p>If the pandemic rules allow schools to do so, source and organise for pupils to take part in sports</p>	<p>£8,000</p> <p>£500</p> <p>£500</p>	<p>Playleader employed to organise and oversee lunchtime physical activities. IMPACT: All pupils are more physically active at lunchtimes and engages in competitive activities.</p> <p>An in-school Sports Day took place July 2021 – a competitive athletics event against the house groups (completed in class bubbles due to restrictions). IMPACT: All children participated in a competitive sports event. Children were able to apply their sporting skill sin a different context.</p> <p>Due to COVID, sports competitions and competitive sports against other schools did not take place.</p>	<p>Continue to organise and host in-school sports competitions (eg Sports Day).</p> <p>Continue to purchase the correct equipment for competitive sports, including athletics.</p> <p>Continue to review the PE curriculum for competitive sports opportunities (eg football and athletics)</p> <p>Post COVID – enter children into sports competitions and organise competitive sporting opportunities with other schools.</p>

	<p>competitions and competitive sports against other schools.</p> <p>Correct equipment to be purchased for a variety of competitive sports.</p> <p>Review the PE LTP to ensure there are competitive sports being taught.</p>			
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Head Teacher:	Gurpreet Kaur
Date:	July 2021
Subject Leader:	Carolyn Prior
Date:	July 2021
Governor:	
Date:	