

Evidencing the impact of the Primary PE and sport premium

Website Reporting Tool

Revised July 2022



Commissioned by



Department
for Education

Created by



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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 2020/21	£ 3500
Total amount allocated for 2021/22	£ 16660
How much (if any) do you intend to carry over from this total fund into 2021/22?	£ 1301
Total amount of funding for 2021/22. To be spent and reported on by 31st July 2022.	£ 17961

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>	91%
<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>	91%
<p>What percentage of your current Year 6 cohort perform safe self-rescue in different water-based situations?</p>	91%
<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

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: £20160		Date Updated: July 2022	
<p>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</p>					<p>Percentage of total allocation: 32% - £5809</p>
Intent	Implementation		Impact		
<p>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:</p>	<p>Make sure your actions to achieve are linked to your intentions:</p>	<p>Funding allocated:</p>	<p>Evidence of impact: what do pupils now know and what can they now do? What has changed?:</p>	<p>Sustainability and suggested next steps:</p>	
<p>Go Active have been used to promote the teaching and delivery of Sports.</p>	<p>This encourages children to participate in different sports as well as have a regular coach who can inspire the children.</p>	<p>£2700 – annual subscription (£75 p/w)</p>	<p>Go Active have continued to create an inspiring and engaging set of sessions. Lessons happen weekly and all children participate in these sessions.</p>	<p>Booked for the following academic year for consistency.</p>	
<p>Go Active also lead ASC that encourage children from different year groups to become engaged and interested in new sports.</p>	<p>There has been a high attendance for these ASC and the children have benefited from this. It has encouraged children to join clubs outside of the school day.</p>	<p>£700 (£25 p/w)</p>	<p>More children have been attending ASC and this again leads to more PE outside of the classroom.</p>		
<p>Use warm up programmes that encourage physical activity in the classrooms when rain stops activities – this can be used for warm-ups, balance and coordination.</p>	<p>Jump Start Jonny is used regularly and it helps to encourage different activities and also builds on coordination, engagement and skills development in all age ranges.</p>	<p>£179.00</p>	<p>Children enjoy the short sessions and they know that this is the starting point of many PE sessions. It is also used in other parts of the curriculum as well.</p>	<p>Using again and continue to promote across all age ranges.</p>	

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To monitor and maintain resources around the school.	The hall is used regularly for PE sessions and gymnastics sessions. Towards the end of the year the ropes needed maintenance in order for them to be used safely at the start of the next academic year.	£376.50	The children are now able to use the ropes in the hall in order to complete their curriculum.	To be monitored regularly.
Development of swimming skills and the benefits of life saving and the importance of keeping safe in water.	Children are more aware of the risks when around water. They are more confident in having the ability to look after themselves and recognise when others are in trouble as well.	£1853.50 (Including transport)	Children have a stronger knowledge of water safety and they are able to talk about this as well as put it into action.	Having a good knowledge of water safety and recognising dangers.

Key indicator 2: The profile of PESSPA being raised across the school as a tool for whole school improvement	Percentage of total allocation: 4% - £635
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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:
Encourage school values through the use of Sports Leaders.	Using Go Active the school created a Sports Leader training session that enabled the children in Upper KS2 to organise games and provide social interaction with the other children. This will be a project that will continue throughout the years. The use of badges encourages children to feel as though they are part of something.	£15.60 (badges)	Children in LKS2 are looking forward to the Sports Leader training. They will be up-skilled by current Sports Leaders.	This will be an annual process that will promote longevity.
Encourage the use of different equipment to engage and introduce	After a stock take and a Learning Forum to see what the children	£690.82 (equipment)	More equipment means that children can access more sports and therefore have a greater level	This will encourage more sports being played.

different sports to the children.	wanted to learn about we were about to promote different sports and different equipment to encourage this.	throughout the (year)	of exposure.	
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Key indicator 3: Increased confidence, knowledge and skills of all staff in teaching PE and sport	Percentage of total allocation:
	50% - £8933.48

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?:
Learning in an Outdoor Environment through the guidance of a Wild Tribe leader. PE lessons led by class teachers and Sports Leads to encourage and develop the skills of staff and children. Staff supported with any areas that they want development with through in house CPD.	With the development of skills concerning Wild Tribe there has been the ability for more than one member of staff to lead sessions. There is also the use of PE leads to encourage staff members to learn through CPD opportunities. There has also been the purchasing of literature for staff to look at ideas and develop their own pedagogy regarding outdoor learning and physical education.	£8403.48 (Staffing, equipment and literature)	Children are more established when taking part in Wild Tribe activities. They know it is part of the school's ethos and culture. Children are aware of the PE leads and they are more confident to ask questions and learn about different sports.
Monitoring the behaviour and accessibility in PE lessons.	The use of CPOMs has been brought in to help monitor the behaviour during PE sessions. This software encourages staff to update and enable support where needed	£530	Staff and children are aware of expectations during PE lessons and that there is the ability for all staff to communicate via the software.
			Sustainability and suggested next steps: Continue to make Outdoor Learning embedded into our lessons. More staff are becoming knowledgeable and understand how to use CPOMs to benefit them and others.

Staff uniform to encourage a team mentality and inclusion.	from SLT or the PE lead. When leading PE sessions all staff have a school shirt, hoody and top to wear. This promotes conformity and encourages all staff to be part of the school experience.	£95.90	Children know who is leading the sessions. There is a sense of leadership with the use of a uniform.	All staff to use school uniform for PE sessions.
Key indicator 4: Broader experience of a range of sports and activities offered to all pupils				Percentage of total allocation: 10% 1883
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:
Additional achievements: Junior Ten Tors Junior Ten Tors has been introduced to a group of Year 6s to encourage them to use the outdoor environment through the completion of an expedition.	The expedition was a success and there has already been lots of students talking about how they want to take part in the following year's event. It has sparked a degree of excitement with the children.	£653.17 (JTT equipment)	There is a display board that highlights the children's achievement. The competition of a challenging 2-day expedition was really exciting and enjoyable.	Now that equipment has been purchased there will be a team each academic year.
Using different local facilities to promote different skills.	Using the local company Zero Gravity encouraged Foundation and LKS1 to experience gymnastics and aerobics in a controlled environment with trained gymnasts.	£540 – booking £690 – coach	Children enjoyed the chance to experience a different environment for their PE sessions.	Aim to reduce costs for transport – if possible.

Key indicator 5: Increased participation in competitive sport				Percentage of total allocation:
				3% £533
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:
To take part in different events using ARENA.	Children have been introduced to different activities as well as being invited to different competitive sports.	£450	Children across all year groups have benefitted from ARENA. There has been the use of Chance2Shine cricket, balance boards as well as Bikeability.	The next step will be for the children to participate in different events, not just in-house events or football matches.
Development of Sports Day.	There has been the need for new equipment and the stock take of different equipment.	£83.38	The use of different equipment encouraged a positive Sports Day. The children enjoyed having different resources to support their races.	All equipment it stored and stocked.

Signed off by	
Head Teacher:	Karen Ball
Date:	30.07.22
Subject Leader:	James Crudge
Date:	26.7.22