

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 2022. 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 | £16,130 |
| How much (if any) do you intend to carry over from this total fund into 2021/22? | £4143 |
| Total amount allocated for 2021/22 | £16,310 |
| Total amount of funding for 2021/22. To be spent and reported on by 31st July 2022. | £20,453 |

Swimming Data

Please report on your Swimming Data below.

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| <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> | 37.5% |
| <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.</p> <p>Please see note above</p> | 25% |
| <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> | 37.5% |
| <p>What percentage of your current Year 6 cohort perform safe self-rescue in different water-based situations?</p> | 0% |

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?

5 weeks of swimming for the year 6 cohort based on percentages listed above.

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

| 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: 62% |
| 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: |
| Lunchtime play leaders programme to encourage active play at lunchtime and playtimes | CH and HLF to work with Year 5 and 6 children using the inspiring changemakers award to support. | NA | Confident, well trained staff. Increased children's activity at playtime. Fit, active children Improved wellbeing of children | Playground leaders are trained each year as the year 6's begin to transition up to year 7. This can be done by the year 6's with support from the class teacher. |
| To provide high quality lunchtime and playtime play equipment for children | RW to purchase equipment to and support pupils in how to use them properly and keep them in good use. | £2000 | Children using high quality/safe equipment | Playground leaders and RW/ CH to audit the stock annually to replenish and improve each year. |
| All children to complete 20 minutes DPA (Daily Physical Activity) between morning lessons. | Teachers to timetable and action. RW to source activities/books/ videos that staff can use for ideas. | NA | Enhanced level of fitness. Increased amount of physical activity | Teachers feel empowered to continue with a range of activities based on a bank of resources sourced and distributed by RW. |

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| Coaching for after school sport Clubs | Delivery of a broad and quality offer for pupils including coaches | £4000 | Opportunities for children to learn new sports such as Cricket Netball, Football, Tag Rugby, Athletics etc Children refining skills Improved fitness | Access to a range of activities will provide children with opportunities that they can continue beyond school - RW to support those interested in linking with outside clubs. |
| All children participate in high quality weekly PE lessons | Teachers to timetable and action. RW to support by providing a PE rolling programme and access to suitable lessons plans if required. Equipment to be audited and purchased where there are gaps in being able to teach the whole PE curriculum | £4000 for equipment /resources/ hire of Dolton hall. | High quality PE equipment to support teachers of PE across the curriculum | Resourcing and support from RW will empower and enable teachers to deliver high quality lessons. RW can also provide demonstration lessons throughout the year at no cost. |
| Year 6 top up swimming lessons (1 term) with a qualified swimming instructor | Teachers to timetable and action | £2500 | All Year 6 children able to confidently swim 25m using a range of strokes | Children learn an important life skill to enable them to be safe around water. |

Key indicator 2: The profile of PESSPA being raised across the school as a tool for whole school improvement

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: |

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|--|--|-------|---|--|
| Develop a high quality, robust assessment and monitoring system for PE to ensure T&L is good or better. | PE Lead to monitor, assess, set targets and provide training where needed. | £1032 | The termly assessment will demonstrate progress towards national curriculum expectations for each pupil. The wheel will show where children are accessing a range of resources and activities providing evidence towards progress and impact of PE. | Staff will have an understanding of age related expectations for each year group which will enable them to make a judgement for each child against the criteria. |
| PE, school sport and physical activity is embedded throughout the 4 cornerstones and part of daily life to raise physical and mental health awareness. | Sport is built into displays and linked to the 4 cornerstones in the back of children's books Twitter feeds, chromebooks etc are used to demonstrate the sport taking place. Inspiring changemakers within sport are celebrated throughout the year and in displays. | N/A | Pupils can talk confidently about sport, how they participate in sport and how this links to C360. Pupils can discuss the character virtues used to support when accessing sport and can link to inspiring changemakers. | Sustainability comes with children feeling that sport is built into daily life and understand the importance of this |

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| Key indicator 3: Increased confidence, knowledge and skills of all staff in teaching PE and sport | | | | Percentage of total allocation: |
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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: |

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| <p>All teachers will teach their own PE lessons ensuring a range of sports is taught and excellence as standard is established within every PE lesson.</p> | <p>PE wheel to support teaching. RW to provide up to date lesson plans and a rolling programme of sport that should be taught. RW to coach staff to support improvements in lessons. Assessment programme enables teachers to feel confident in pupils abilities and next steps in their PE journey</p> | <p>N/A</p> | <p>All PE lessons are rated as good or better ensuring excellence as standard across the school. 80-90% of pupils achieve ARE in PE. 40 - 40% of pupils achieve GD in PE.</p> | <p>Teachers delivering their own lessons will enable increase in confidence and subject knowledge.</p> |
| <p>PE is lead by a subject specialist who supports the development of staff and PE teaching throughout the school</p> | <p>PE on a page is developed. Journeys of PE lessons and progression are on the PE wheel.</p> | <p>N/A</p> | <p>All staff understand the intent, impact and implementation of PE and how this links to C360. Pupils evidence their journey of PE on chromebooks or in their before, now and next language and sheets in a book.</p> | <p>Teachers and pupils will be able to articulate the importance of PE which in turn will provide sustainability of the curriculum subject.</p> |
| <p>Key indicator 4: Broader experience of a range of sports and activities offered to all pupils</p> | | | | <p>Percentage of total allocation:</p> |
| | | | | <p>15%</p> |
| <p>Intent</p> | <p>Implementation</p> | | <p>Impact</p> | |
| <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> |

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| <p>Character education approach will incorporate aspects of sports and new skills to develop performance virtues.</p> | <p>RS, RW and SILS to book in opportunities throughout the year</p> <p>Examples could be : 6 week block of surf lessons for years 5/6 in the spring/ summer term. 6 week block of walking on Dartmoor for years 3/4. 6 week block of cycling for rec/year1/2</p> | <p>£3,000</p> | <p>All pupils will receive their inspiring skill builder and inspiring adventurer badge that will support the overall Inspiring Changemaker Badge.</p> <p>Evidence of the outdoor pursuits section of the National Curriculum being met will be on the PE wheel.</p> | <p>Pupils will be excited and enthused through new opportunities which could lead to future endeavours into the sport etc.</p> |
| <p>All children in key stage 2 are given the opportunity to attend a residential that includes a variety of outdoor pursuits.</p> | <p>Organisation to happen at MAT level and disseminate down to heads and admin. Costs to be paid for by parents.</p> | <p>As above where required.</p> | <p>Part of the £3,000 for enrichment and character where needed.</p> | <p>Pupils will be excited and enthused through new opportunities which could lead to future endeavours into the sport etc.</p> |

| Key indicator 5: Increased participation in competitive sport | | | | 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: |
| All children will have access to a range of festivals and sporting opportunities. | RW will set up events over the year with MAT schools, external schools and others. Use of a minibus. Invites to sporting events, staff release time. | £2740 | Pupils will have engaged in competitive sports that will in turn support development of the performance virtues within character education. The cornerstones of community engagement will have been enhanced, pupils will have a secure understanding of how to work well as a team. Pupils will have achieved their inspiring leader badges if they have led some competitions. | The engagement in competitive sports could lead to pupils going further with the sport outside of school. |
| All children will participate in inter and intra competitive sports throughout the year and attend a minimum of 1 festival a year. | Pay into GTS sports package for the year. RW or another staff member to take children to the sessions and ensure they engage in competitions relevant to small schools. Attend meetings and then subsequent competitions with pupils. | £1000 | Pupils will have engaged in competitive sports that will in turn support development of the performance virtues within character education. The cornerstones of community engagement will have been enhanced, pupils will have a secure understanding of how to work well as a team. Pupils will have achieved their inspiring leader badges if they have | The engagement in competitive sports could lead to pupils going further with the sport outside of school. |

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| | | led some competitions. | |
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| Signed off by | |
| Head Teacher: | Rachael Sharpe |
| Date: | 17/11/2021 |
| Subject Leader: | Russell Waldron |
| Date: | 17/11/21 |
| Full LSC agreement | |
| Date: | |