

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](#).



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Details with regard to funding

Please complete the table below.

Total amount carried over from 2019/20	£
Total amount allocated for 2020/21	£
How much (if any) do you intend to carry over from this total fund into 2021/22?	£
Total amount allocated for 2021/22	£
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.</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 2020.</p> <p>Please see note above</p>	41%
<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>	71%
<p>What percentage of your current Year 6 cohort perform safe self-rescue in different water-based situations?</p>	100%
<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.

Key achievements to date until July 2021	Areas for further improvement and baseline evidence of need:
<p>Whole school progressive curriculum – REAL PE, IMOVES and gymnastics (LINKS) introduced</p> <p>Wider opportunities offered to chdn through participation in Qualitas sports programme</p>	<p>Assessment of PE to be implemented alongside the new scheme</p> <p>To raise the profile of physical activity, increase the amount of time the children are active throughout the school day</p> <p>Embed the role of LINKS school partnership and Kixx</p>

Academic Year: 2021/22	Total fund allocated: see separate Sports Premium document	Date Updated: Dec 21	
Key indicator 1: Engagement of all pupils in regular physical activity			
Intent	Implementation	Impact	
To continue to build on including physically active (PA) lessons into the daily timetable aiming for the 30 minutes of exercise outside of PE lessons.	Encourage the use of Imoves, Just dance and outdoor space to ensure pupils are accessing 30 active minutes a day outside of PE and breaktimes. Discuss the option of this being timetabled with staff to ensure coverage.	Pupils can confidently discuss the importance on PA and identify how they are encouraged to be PA in class on a daily basis.	
To give children Fundamental PE skills to help lead a healthy and sporting exercise lifestyle. Give them a positive image of what it means to be active so they can pursue sport and exercise activities outside of the school environment.	Each child to receive two hours PE per week using the new PE curriculum. The children encouraged to take part in OPAL play time activities with the emphasis to create new and active games. Maintain wake up shake up programme completed before the everyday at school.	PE Physical Assessment document completed to coincide with curriculum map.	Develop the PE Curriculum further, with scheme of works for a variety of game types. Set up leaders at dinner times to create games and activities for other children.
Key indicator 2: The profile of PESSPA being raised across the school as a tool for whole school improvement			
Intent	Implementation	Impact	
To update website with PE information including info about curriculum and sporting events	Update termly with photos and information	Parents to use website as a source of information for PE curriculum	

<p>Plan for regular staff meetings with a PE focus (at least one a term) to help raise the profile of PE and PA across the school.</p>	<p>Staff meetings to assist staff in the delivery of high quality PE lessons</p> <p>Autumn term- REAL PE team teaching and twilight</p>	<p>All staff to feel confident and capable with the delivery of PE lessons and physical activity within class.</p>	
<p>Encourage high achievers to become role models and sport activators for the schools to encourage active break-times and become mentors to young children.</p> <p>PE and Sport specific celebration assemblies to encourage a health lifestyle and positive image of PE and its impact across school.</p> <p>Encourage children to take part in the after-school clubs and join external clubs to maintain and develop new PE skills.</p>	<ul style="list-style-type: none"> - Train the Year 5/6's up to complete the PlayMaker Leadership Qualitas??. - Arrange 3 PE and Sport Celebration assemblies per academic year to boost the profile of PE across the whole school. <p>Create a PE and Sports board to encourage children to read and sporting activities that are happening around school, as well as celebrating the school sporting success stories.</p>	<p>School leaders to be used at break times, monitor the numbers taking part.</p> <p>Document all school PE and Sport stars of the term and attached them to the sports board.</p> <p>Changing of the PE and Sports Notice Board, half termly to maintain up to date information and opportunities for the children.</p>	<p>Create a list of clubs outside of school that we can refer children to in order to get more children involved in sport outside of school.</p> <p>Create letter for parents "Has shown promise in this area in PE and this is their local centre for this" create a pathway.</p>

Key indicator 3: Increased confidence, knowledge and skills of all staff in teaching PE and sport			
Intent	Implementation	Impact	
New PE curriculum to become embedded across all year groups	<p>Embed schemes – fundamentals (REAL PE) and gymnastics</p> <p>Imoves to be used to teach dance in each year group</p> <p>Lesson observations Summer term</p>	<p>PE lessons are taught using a consistent scheme across school, that delivers a clear progression of skills, building and extended on previous learning.</p> <p>Two PE lessons per week are taught consistently across school</p> <p>Imoves units used to facilitate the teaching of a progressive dance scheme that links into wider units of work</p>	
<p>PE subject lead to discuss PE with the pupils using the same structure for the conversation (three strengths and three wishes)</p> <p>Appreciative enquiry</p>	<p>Timetable discussions with pupils about PE. These discussions will focus on three strengths of the subject and three wishes for moving the subject forward.</p> <p>Share the outcomes of these discussions with staff and implement identified actions into improvement plans moving forward</p>	<p>Pupils views reflected in the planned improvements for the subject</p>	

To introduce an assessment framework for the skills taught within PE lessons	Introduce an assessment framework that fits with the new scheme (REAL PE)- Kristina to return from real pe for a staff meeting early in the spring term Implement Qualitas assessment for units taught in KS2 Implement Kixx assessment for units taught in KS1	Skill are assessed and gaps identified for specific groups of children. Gaps to be addressed through target groups/interventions (lunchtimes)	
CPD- to build on training from last year REAL PE team teach and twilight Autumn term (5/10/21)	Audit of skills to highlight staff areas of development-outcomes to be included in long term plans for the year	Confidence levels in staff are increased and children receive high quality PE lessons	
Book in Links to Team Teach with Y2 6 half days. Spring 1??	Children and staff get 'expert led' teaching of lessons across a half term.	Confidence levels in staff are increased and children receive high quality PE lessons.	Wait for Megan to confirm availability of days and get booked in.
All staff aware of LTP and Qualitas Curriculum. All staff aware of REAL PE curriculum (staff twilight on assessment Jan)	Staff to be talked through the qualitas PE curriculum and assessment tool. The criteria for each year group is apparent and all staff are aware of what children are learning.	Confidence levels in staff are increased and children receive high quality PE lessons, all children are being monitored and assessed from the same framework.	
Key indicator 4: Broader experience of a range of sports and activities offered to all pupils			
Intent	Implementation	Impact	
Whole school tracking document to be used to monitor participation in extracurricular activities and	Excel spreadsheet that identifies who takes part in clubs and events. Inactive children to be identified and targeted through focussed lunch/after school	Data to be collated showing the percentage of children who take part in extracurricular and	

competitive sports	clubs	competitive sport activities for each year group Inactive children identified and targeted	
Wider opportunities to be provided through ASC linked to school games competitions and ideas from the chdn	Consult LTP and children when planning ASC from	Chdn access a range of opportunities through ASC provision	
To raise awareness of health and well being and physical activity linked to PHSE curriculum.	Children to do Mini First aiders course for 6 weeks for Y5/6 children and half day taster session for Y2.	Children become aware of the body and the impact health and fitness has on being physically and mentally fit.	

Key indicator 5: Increased participation in competitive sport			
Intent	Implementation	Impact	
<p>To increase the amount of children taking part in competitive sporting events led by Qualitas and LINKS</p> <p>To increase the participation in ASC offered by Qualitas</p> <p>Cheerleading club Autumn 1 2021 FULL (20 pupils)</p> <p>Football ASC Full 20 Kids</p> <p>Gymnastics ASC Full KS1 20 Kids</p>	<p>Yearly overview to be shared with staff identifying dates of sports events</p> <p>Increased notice of dates to be given to parents</p> <p>Continue to raise the profile of those who have attended in award assemblies, newsletters etc</p> <p>Weekly certificate for each class on newsletter</p>	<p>More children attend sports events</p> <p>Further information to be provided to parents about the events- increased notice of dates and follow up information after the events</p> <p>Increased enthusiasm around participation in sport events</p>	<p>Sustainability and suggested events</p>

Signed off by	
Head Teacher:	S Eady
Date:	
Subject Leader:	L Darrington
Date:	
Governor:	
Date:	