

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](#).

Created by:



Supported by:



Details with regard to funding

Please complete the table below.

Total amount carried over from 2019/20	£
Total amount allocated for 2020/21	£17,600
How much (if any) do you intend to carry over from this total fund into 2021/22?	
Total amount allocated for 2021/22	£17,123
Total amount of funding for 2021/22. To be spent and reported on by 31st July 2022.	£17,123

Swimming Data

Please report on your Swimming Data below.

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. 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	Not applicable at KS 1
What percentage of your current Year 6 cohort swim competently, confidently and proficiently over a distance of at least 25 metres? 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. Please see note above	Not applicable at KS1
What percentage of your current Year 6 cohort use a range of strokes effectively [for example, front crawl, backstroke and breaststroke]? Please see note above	Not applicable at KS 1
What percentage of your current Year 6 cohort perform safe self-rescue in different water-based situations?	Not applicable at KS1
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?	Not applicable at KS 1

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:£23,123	Date Updated: July 2022	
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: %
Intent	Implementation		Impact	£15500
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:
Run lunchtime positive play sessions for all children. Lunchtime positive play leader x2- to encourage children to get involved, play and use sports equipment collaboratively and correctly. Supporting children's social skills after pandemic and feeling part of a group. . Positive sport role model in the coach with enhanced schedule of activities. Impact to develop children's wellbeing, social interaction and behaviour	Continue to employ sports coach x2 x 5 for lunchtimes.	£7500	Increased confidence, self-esteem and desire to join in with friends and PE. Increased clubs attendance with coach.	Continue with this provision Continue to develop resources available as need refreshing regularly, develop schedule visuals for children to take responsibility and support SEND.
PE led to work with coach to highlight key children who need additional support to join in or would benefit from more structure. Further meetings half termly to support assessment of all children with coach	Time for PE lead to observe and met with coach to plan support.	£1000	Key children highlighted for additional support. Improvements noticed in PE sessions as a direct impact	Continual monitoring of levels of engagement and time to do so
Daily sensory circuits for children who have poor motor planning and coordination. TA and SEND responsible for planning and additional time to support	SENCO and CT to highlight key children who would benefit from 6 weekly blocks daily at the beginning of the day. TA to be employed with additional time to set up etc.	£4000	Increased motor planning and coordination of children taking part. Also, support transitions in school and confidence. Very positive parental feedback.	Continue with provision and develop staff training through OT service

Created by:



Supported by:



Promote walking and scooting to school to encourage daily exercise.	Take part in National walk to school week and month, and promote scooting to school, taking part in Modeshift recording of efforts and activities. PE led to complete Modeshift summaries and attend award ceremony with group of Year One children.	£300		
Develop playground resources with use of more physical development and trim trail, introduce new equipment - pirate ship to also develop speech and language skills/ confidence	With children's involvement design and develop area of field for imaginative physical play.	£2000	Wider range of children accessing equipment. Supporting good communication and curriculum links	Continue to monitor usage and range of children accessing.
Development of fine motor resources to build hand eye coordination and improve writing skills	Development of woodwork station in the EYFS, improved resources for fine motor and additional sessions for key children during day.	£750	Community playthings woodwork station set up in the EYFS. TA support and resources. Children enjoy the station and improvements observed in concentration, following instructions and fine, motor.	Further development needed. Dance write materials to be developed and further wood workstation resources needed.

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

Percentage of total allocation:

%

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:
PE: Develop curriculum provision and subscribe to Get Set 4 PE.	Staff training and development on the use of Get Set 4 PE in partnership with coach to ensure progression of skills. Tapestry for recording physical development.	£1000	Range of physical development opportunities shared on children's tapestry learning journals.	Develop further
Review and purchases new equipment to widen offer especially in gym and gross motor provision.	New Gym Equipment	£1000		
Ensure all PE is serviced and for fills the HSE requirements.	Yearly servicing of all PE equipment and trim trail for repairs and safety	£1500	Necessary for safety	Continue- replace broken of unsafe items, some getting older now

Created by:



Supported by:



Replace all used PE equipment as needed, so always fresh and serviceable especially lunchtime equipment.	Replacement of all worn and used PE equipment.	£2000	Children are better engaged with fresh, new serviced equipment which is fit for purpose	Continued significant investment
School sports: School continues to offer a range of sports clubs for all year groups	School pays for a number of vulnerable children to attend sports clubs.	£1500	This has been affected by the pandemic due to space, clubs happen 4 days a week after school	Clubs happened 4 days a week. Good uptake of range of children. Small number of children accessed holiday clubs and clubs funded by school.

Key indicator 3: Increased confidence, knowledge and skills of all staff in teaching PE and sport				Percentage of total allocation:
				%
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:
PE led to attend all subject briefings and CPD sessions provided. - Network meetings - PE for leaders - What Ofsted expects HLTA attending CPD session on Physical development/ forest school.	PE coordinator and coach booked on courses for developing skills and observations.	£1000	Better subject know and confidence when support colleagues. Reviewed progressions and planned developed. Assessment in partnership with coach. PE lead carried out observations of coach to ensure using school policies on behaviour and expectations.	Continue
Support staff at lunchtime CPD on first aid	Greater number of paediatric first aiders to support risk taking, build confidence etc.	£150 £300		Source level 3 training for HLTA to continue Forest school development
Key indicator 4: Broader experience of a range of sports and activities offered to all pupils				Percentage of total allocation:
Intent	Implementation		Impact	
Your school focus should be clear what you want the pupils to know	Make sure your actions to achieve are linked to your	Funding allocated:	Evidence of impact: what do pupils now know and what	Sustainability and suggested next steps:

and be able to do and about what they need to learn and to consolidate through practice:	intentions:		can they now do? What has changed?:	
Additional achievements: Promote outside clubs and provision from local community Aim to achieve the Modeshift Silver star for walking and scooting to school Develop assembly slot for 'Shine Time' to support the children's awareness of other clubs and activities available in the local community Continue to offer weekly sessions of forest school for EYFS and Yr1		£		POSH football spent day in school promoting football and gave children and families free tickets to watch local games Achieved and purchased a scooter pod to keep new scooters in for lunchtime use. Shine time now regular slot in Friday morning celebration assembly. Increased number of children attending swimming lessons and other clubs- football, rugby, martial arts etc.

Key indicator 5: Increased participation in competitive sport				Percentage of total allocation:
				%
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:
Take part in fund raising events during year. After school clubs for KS1 to have some competitive elements/ team games with winners etc.	Walk to school challenge Schools Race for life Football and multi skills	£	Race for life was a great success, raised profile of charity, being a team, and was reported in local news and Radio Cambridgeshire. Raised £4,200.	Plan new sports day for next year with children's involvement.

Signed off by	
Head Teacher:	Donna Edson
Date:	Oct 21/ July 22
Subject Leader:	Fran Moore
Date:	Oct 21/ July 22
Governor:	Sarah Pontikis
Date:	Oct 21/ July 22