

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	£17,712
How much (if any) do you intend to carry over from this total fund into 2021/22?	£5898.33
Total amount allocated for 2021/22	£17,728
Total amount of funding for 2021/22. To be spent and reported on by 31st July 2022.	£23,626.33

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	
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	100%
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	100%
What percentage of your current Year 6 cohort perform safe self-rescue in different water-based situations?	97%
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?	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.

Academic Year: 2020/21		Total fund allocated: £23,000	Date Updated: September 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	
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:
<i>All pupils to be engaged with at least 30 minutes of activity a day in school.</i>	<ul style="list-style-type: none"> Twice weekly PE lessons that are led by class teachers or specialist sports coaches. Promoting healthy schools and healthy lifestyle choices. Daily mile Jumping Jaxx Specific playground equipment to support active sessions at break/lunchtime. A range of sporting after school clubs available to all key stages. 	<p>£1850 equipment</p> <p>£1200 staff for after school clubs</p>	<ul style="list-style-type: none"> All children participate in PE lessons including SEND (adaptions made where appropriate). Children are actively choosing PE equipment such as footballs, basketballs, skipping ropes etc. during break and lunch times. Year 5 children have trained in Jumping Jaxx and use the scheme to help set up activities for others to participate in. Children are aware of the healthy school approach and most bring healthy snacks in for breaktime. A large number of 	<ul style="list-style-type: none"> Continue to use Jumping Jaxx and ask the current Y5s to train up a future year group to take over. Continue to ensure suitable equipment is available for breaktimes. Ensure children are participating in the daily mile on a daily basis. Upskill teacher PE knowledge in key stage appropriate areas. Continue to provide a range of after school clubs. Ensure school has

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			<i>children attended various sporting after-school clubs over the year.</i>	<i>appropriate resources for all sports being undertaken.</i>
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	
School focus:	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:
<i>To raise the profile of PESSPA (Physical Education, School Sport and Physical Activity) across the school as a tool for whole school improvement.</i>	<ul style="list-style-type: none"> <i>Twice weekly PE lessons are led by class teachers or specialist sports coaches.</i> <i>Promoting healthy schools and healthy lifestyle choices.</i> <i>Daily mile</i> <i>Jumping Jaxx</i> <i>Specific playground equipment to support active sessions at break/lunchtime.</i> <i>A range of sporting after school clubs available to all key stages.</i> <i>Promote clubs outside of school where appropriate.</i> 	<p>£150</p> <p>JJ training</p>	<ul style="list-style-type: none"> <i>Children sharing attainments outside of school such as football team triumphs or hockey tournament successes.</i> <i>Children actively engaging with physical activities during break and lunch times.</i> <i>All children participate in PE lessons including SEND (adaptions made where appropriate).</i> <i>Children are actively choosing PE equipment such as footballs, basketballs, skipping ropes etc) during break and lunch times.</i> <i>Year 5 children have trained in Jumping Jaxx</i> 	<ul style="list-style-type: none"> <i>Continue to use Jumping Jaxx and ask the current Y5s to train up a future year group to take over.</i> <i>Continue to ensure suitable equipment is available for breaktimes.</i> <i>Ensure children are participating in the daily mile on a daily basis.</i> <i>Continue to provide a range of after school clubs.</i> <i>Continue to promote sporting triumphs in and outside of school with children and parents through</i>

			<p><i>and use the scheme to help set up activities for others to participate in.</i></p> <ul style="list-style-type: none"> <i>• Children are aware of the healthy school approach and most bring healthy snacks in for breaktime.</i> <i>• A large number of children attended various sporting activities over the year.</i> 	<p><i>assemblies and the Friday Flyer.</i></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:
				%
Intent	Implementation		Impact	
School focus:	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><i>Provide training for teaching staff to develop their confidence in teaching PE..</i></p> <p><i>Provide training and release for cross curricular physical curriculum development.</i></p>	<ul style="list-style-type: none"> <i>• Specific subject leader CPD</i> <i>• Release time/classroom cover where appropriate.</i> <i>• CPD for all teaching staff in appropriate key stage sporting areas.</i> 	<p><i>£600</i></p> <p><i>Jemima CPD</i></p> <p><i>£56 Swim England CPD</i></p> <p><i>£500</i></p> <p><i>cricket CPD</i></p> <p><i>£250</i></p> <p><i>tennis CPD</i></p>	<ul style="list-style-type: none"> <i>• Jemima Chapman (PE lead) attended termly updates from TWSSP.</i> <i>• Jemima Chapman attended primary subject leaders PE Conference.</i> <i>• Staff attended cricket sessions with the coach to upskill (6 weeks).</i> <i>• Staff attended tennis sessions with the coach to upskill (2x days - 1 session per teacher throughout the day).</i> <i>• Y5 and TP - Jumping Jaxx</i> 	<ul style="list-style-type: none"> <i>• Improve knowledge, skills and confidence of teaching and support staff following CPD and staff meetings around dance, gymnastics, tag rugby and football (especially in KS2).</i>

			<i>training and upskilling (1 day).</i>	
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 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:
<i>To provide a broad range of sports and activities to all children.</i>	<ul style="list-style-type: none"> <i>A wide range of after school sports clubs are available across key stages.</i> <i>Children from all years attend various sporting competitions.</i> <i>Ensure provision includes SEND.</i> 	<i>£700 Crossbar coaches</i> <i>£225 Martial arts</i> <i>£800</i> <i>Pupil Premium places</i>	<ul style="list-style-type: none"> <i>Good attendance at sporting after school clubs.</i> <i>All children participate in physical activities including SEND (adaptions made where appropriate).</i> <i>Children are actively choosing PE equipment such as footballs, basketballs, skipping ropes etc) during break and lunch times.</i> <i>Year 5 children have trained in Jumping Jaxx and use the scheme to help set up activities for others to participate in.</i> <i>Children are aware of the healthy school approach</i> 	<ul style="list-style-type: none"> <i>Continue to provide a broad range of after school clubs to all children.</i> <i>Ensure school has appropriate resources for PE.</i>

			<p><i>and most bring healthy snacks in for breaktime.</i></p> <ul style="list-style-type: none">• <i>A large number of children attended various sporting activities over the year.</i>	
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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:
To increase participation in competitive sports both in and outside of school.	<ul style="list-style-type: none"> • Children to participate in a wide range of inter and intra school sporting events. • Transport to events to be provided. • Competition release cover where appropriate (2x members of staff per event). • Training provided pre competition for teams. • Promote sports available outside of school where appropriate. 	<p>£1750 transport to events</p> <p>£1500 cover</p> <p>£1319.50 TWSSP</p>	<ul style="list-style-type: none"> • Children participating in a wide range of inter and intra school sporting events (football tournaments, basketball, tag rugby and dodgeball competitions etc). • Extra training provided for some sporting competitions – Mr Farmer training the Y5/6 girls football team, Mr Cooper training the Y5/6 boys football team. • Children sharing attainments outside of school such as football team triumphs or hockey tournament successes. 	<ul style="list-style-type: none"> • Continue to enter a range of competitions both inter and intra school. • Provide further training for teams before competitions. • Continue to promote clubs outside of school by sharing flyers and promotions available.

Signed off by	
Head Teacher:	Claire Medhurst
Date:	17/10/22
Subject Leader:	Jemima Chapman
Date:	17/10/22
Governor:	Richard Boland
Date:	17/10/22