

Evidencing the impact of the Primary PE and sport premium

Website Reporting Tool

Revised July 2021

Commissioned by



Department
for Education

Created by



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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	£0
Total amount allocated for 2020/21	£0
How much (if any) do you intend to carry over from this total fund into 2021/22?	£0
Total amount allocated for 2021/22	£0
Total amount of funding for 2021/22. To be spent and reported on by 31st July 2022.	£2 1220

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>	46%
<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>	42%
<p>What percentage of your current Year 6 cohort perform safe self-rescue in different water-based situations?</p>	33%
<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>	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:	Date Updated:		
<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>			Percentage of total allocation: 78%	
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 to receive 2 x 45 minute sessions of curriculum P.E.	Sports Coach and apprentice deliver outdoor P.E.. Class teachers deliver indoor P.E.	£13 706	Pupils receive quality first teaching from specialist staff. Pupils can talk confidently about their learning.	Pupils to receive 2 hours of curriculum P.E.
Friday Flair afternoons in the Summer Term to enable an additional 45 minutes of physical activity for all pupils every week.	All pupils to have a choice of activities and access to coaching and intra-school competition within their chosen area.		All pupils observed participating (SEND pupils non-identifiable) and pupil feedback is very positive.	Repeat next academic year – a wider range of activities to be offered.
Pupils to be observed being physically active at break and lunchtimes.	Support staff and sports staff to run activities that encourage pupil participation.		Pupils are observed engaging in a range of activities (table-tennis, football, basketball, skipping, hand-eye co-ordination games) at break/lunch and utilising specialist equipment that they have been taught to use within P.E.	More equipment needed. Pupil voice to inform activities for next year.
No pupil to leave Year 6 without having been taught swimming	Covid recovery plan in place Swimming Charter	£3 000 £35	Pupils in year 6 and 5 have received	Continuation on covid

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<p>Pupils to have the choice to attend afterschool extra-curricular clubs everyday of the week.</p> <p>To increase the number of pupils attending invite only clubs ran by the apprentice and coach. A clear development squad to attend and selected for B and C team fixtures.</p>	<p>Clubs to be offered at infants and junior site.</p> <p>Girls and boys football squads invited for training every week</p>		<p>two terms of swimming which were missed during Covid.</p> <p>38 pupils have attended on a weekly basis.</p>	<p>recovery plan.</p> <p>Continued. New staff and apprentice knowledge to offer targeted dance groups.</p>
<p>Key indicator 2: The profile of PESSPA being raised across the school as a tool for whole school improvement</p>				<p>Percentage of total allocation: %</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>To continue to promote our school character behaviours: resilience, respect, curiosity, and compassion through P.E. and Sport.</p> <p>To celebrate individual talent in sporting achievements in and outside of school.</p> <p>To promote equal opportunity through sporting role models and events; celebrate differences.</p>	<p>During P.E. and sporting opportunities, character behaviours and attitudes modelled and rewarded.</p> <p>Teachers to identify pupils with an interest/talent and to celebrate this on social media/newsletters/assemblies.</p> <p>Celebrate a range of sporting heroes through Question of the Week, Black Lives Matter, Invictus Games, Commonwealth games, Euro 2022.</p>	<p>£</p>	<p>Year 6 Sports Ambassadors and Sportsman and Sportswoman awards and trophies given to celebrate sporting character.</p> <p>Not evidenced this year.</p> <p>Pupils can talk about sporting individuals that inspire them on a personal basis.</p>	<p>To continue next year. More roles for sports ambassadors in the delivery of intra-school events.</p> <p>To improve on how we identify/celebrate these successes next year.</p>

To embed habits of successful learners, challenge and competition.	Enable healthy participation from pupils in curriculum and extra-curriculum P.E. Provide and encourage self-challenge and opportunities for intra and inter-school competition.		Participation and success celebrated through certificates, assemblies, newsletters, social media.	To continue to feed participation and success to pupils, parents and the community.
Improve writing – fine motor skills EYFS –gross motor skills.	To use Big Moves programme to target pupils behind in this area.		Daily interventions from the sports coach and apprentice directed by need from the EYFS staff.	Continue to identify and adapt to pupil need.
Pathways into sport in the community	Make links with local clubs so children can be directed.		Netball link made and continued feed into LCFC through attended events.	Ensure we have one link per sport to direct pupils to.
School Games Mark	To aim for Gold Award		Gold Award achieved.	

Key indicator 3: Increased confidence, knowledge and skills of all staff in teaching PE and sport				Percentage of total allocation: 12%
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:
Teacher planning is reflective of the curriculum content outlined on the subject champion document.	P.E. lead to select content to teach and ensure sequential learning. Subject deep dive to review.	£	Covid recovery has meant that pupils learning has had to be adapted this year to account for lost learning.	Further adaptations in curriculum sequencing and time allocated to support pupils transfer of knowledge and skills across sports within key areas e.g. net games.
Teachers to have increased confidence	P.E. lead to moderate assessment		Feedback from year 5 and 4	

in the assessment of pupils at WTS, EXS and GD in a range of sports.	judgements alongside staff.		teachers report increased confidence.	To continue to develop teacher accuracy in assessment.
Identify unit areas of low confidence for teachers	Use the specialist sports coach's knowledge to directly supports teaching planning in this/these areas.		Planning is reflective of pupil need with clear learning and teaching points identified.	To plan for CPD sessions in these areas.
To support a sports apprentice in the first year of their qualification.	Sports coach and P.E. lead to work alongside the apprentice and college to ensure course requirements are being met.	£2644.50	Sports apprentice has proceeded to year 2 of their qualification.	To support current apprentice through year 2 and support a new 1 st year apprentice.

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:
Additional achievements: To broaden the KS1 Curriculum: KS1 curriculum to offer an increased variety of net games. KS1 to be taught a broader variety of invasion games	Introduce Tennis as a unit of study to help sequential learning. Introduce dodgeball, tag rugby and netball. P.E. lead and sports coach to identify key concepts for pupils to be taught.	£	Pupils have been assessed in all these areas and are beginning to show, and can discuss, early motor competence.	Broaden KS2 curriculum to include hockey, volleyball and Ultimate Frisby.

<p>SSPAN competitions to increase participation in a wider range of sports.</p> <p>SEND pupils to attend competitive fixtures</p>	<p>Pupils to be given the opportunity to take part in inter-school events that are not currently offered as part of the curriculum.</p> <p>Work alongside the SENCO to identify those pupils suitable for specific events.</p>		<p>Targeted pupils have taken part in table-tennis, inspire athletics and inclusion wheelchair basketball events.</p> <p>TMET and SSPAN competitions attended by SEND pupils.</p>	<p>To increase this further next year.</p> <p>Further SEND-specific curriculum thinking to plan for inclusion and access arrangements for some pupils.</p>
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Key indicator 5: Increased participation in competitive sport				Percentage of total allocation:
				9%
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 offer a wide range of inter-school competitions for pupils to engage with. To offer intra-school competitions for all pupils to attend.	To attend a high proportion of SSPAN competitions at different intents: inclusion, developmental, aspirational. To attend all TMET events across the school calendar. To participate in the LCFC girls and boys football leagues. School Games Week Friday Flair	£2000	X 15 competitions/leagues entered throughout this academic year. All pupils across the school took part in School Games Week. All pupils taking part in an addition 45 minute activity per week in the summer term, with intra-school competition included.	To increase the number of competitions/leagues entered to 20 next academic year. Investigate the possibility of a second school games week perhaps in the Autumn Term.

Signed off by	
Head Teacher:	
Date:	
Subject Leader:	K. Nixon
Date:	15.07.22

Governor:	
Date:	