

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	£0
Total amount allocated for 2020/21	£16,736
How much (if any) do you intend to carry over from this total fund into 2021/22?	£20
Total amount allocated for 2021/22	£16,825
Total amount of funding for 2021/22. To be spent and reported on by 31st July 2022.	£17,043

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 2020. 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?	100%
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?	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.

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:
				%
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:
Increase the additional opportunities for children to engage in vigorous physical activity during the school day, through structured lunch and playtime activities. Encourage all children to participate in regular physical activity at home, by raising the awareness of the importance of a healthy and active lifestyle.	Lunch time clubs are delivered by sports coaches who engage the children in multiple different games and activities to promote a more active break/lunchtime. Pupils in KS2 support the games delivered, so they can be replicated throughout the week. During the lockdown, online exercises were made available for all pupils to access to promote physical activity at home.	£760	Pupils regularly attend the lunch time clubs when delivered by either sports coaches, or their peers. Pupils have shown good responsibility and leadership skills when replicating the games. High numbers of pupils accessed the online material during the lockdown.	Use physical activity trackers in school to identify children who may benefit from additional activity, and ensure they access the clubs at lunch times. Introduce after school clubs during the next academic year to offer more opportunity.
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:

Improve the breadth, quality and diversity of the PE curriculum that is delivered to the children	JB's Sports Coaching creates a LTP and curriculum map in order to ensure the children experience all areas of the PE curriculum within their PE lessons.	£11,070	Effective planning ensures the pupils experience a broad PE curriculum. This keeps all pupils engaged in PE lessons at schools.	New LTP will be created to ensure children experience new sports and opportunities.
Ensure high quality lesson delivery, which is differentiated accordingly to meet the needs of the pupils.	Lesson delivery is of high quality, and follows the curriculum maps, and schemes of work that align with the aforementioned LTP for PE.		Children enjoy and value their PE lessons and consistently achieve lesson objectives.	Continue working partnership with JB's Sports Coaching.
Assess pupil performance in PE to emphasise the importance of tracking progress and attainment.	JB's Sports Coaching provide assessments on the pupils across all areas of the PE curriculum. All assessment is linked to the LTP and curriculum maps.		Assessment emphasises the importance placed on PE as a subject, but also allows the coaches/teachers to track the progress of individuals week by week.	Continue with pupil assessment for PE.

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:
Improve the staff's knowledge, planning and delivery of PE across all areas of the PE curriculum. This will ensure high quality PE can be replicated by teaching staff to create a sustainable model for primary PE delivery.	Staff are present and support with the PE delivery in school, including the assessment process of the children. Planning resources are provided for all session delivered.	Included in above	Having staff present in the lessons allows them to see what a high quality PE lesson should look like so they can replicate it in future. The planning resources allow teachers to deliver with confidence. Assisting with the assessment of pupils improves subject knowledge and raises awareness of the expectations of	Continue with the delivery model during PE lessons delivered by specialist coaches.

			children.	
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: Provide the children with the opportunity to learn outdoors, and promote physical activity and mental wellbeing.	Our Forest Schools Programme enables all children in to access regular outdoor Forest Schools sessions that promote a love of physical activity, the outdoors and healthy lifestyles. We have spent money training a member of staff as a Forest School Practitioners: The trained member of staff will run sessions each week, all year round both on site and in the woodland surrounding our school. The Forest School sessions will be for everyone but will target the least active children and those with poor self-esteem who generally are reluctant to participate in additional physical activity or sports offered in the	£3,000	Regular time outdoors in a green space has offered a number of important health benefits including improved physical health, mental health and emotional wellbeing.	By providing Forest School within the local environment, we hope to demonstrate to children how their immediate surroundings can support them and their families in maintaining healthy lifestyles. In the following years we will continue to offer sessions and plan to offer an after school programme in the form of a Forest School Club involving children and families from the community who may not be motivated by traditional sport or outdoor physical activity.

	school curriculum. The Forest School sessions include building self-confidence, self-esteem, co-operation and increasing levels of activity through – walking, climbing, running, jumping, team games and wider general health promotion including healthy eating outdoors and good mental health.			
--	--	--	--	--

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:
Broaden the experience of the pupils and offer competitive sport against other local schools.	Full participation in WSSP competitive sporting events (range of year groups/ sports) Children become more used to/ more confident about competing	£1,995	Children from all age groups have engaged in a number of different inter school sports events throughout the year.	Create links with other small rural schools who have accessed the WSSP competition calendar and offer termly school v school events and competitions to target certain year groups and sports teams. Utilise the links of JB's Sports Coaching in other small schools to create a competition calendar.

Signed off by	
Head Teacher:	Zoe Humberstone
Date:	21/07/21
Subject Leader:	Zoe Humberstone
Date:	21/07/21
Governor:	Richard Hallsworth
Date:	21/07/21