

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.



Details with regard to funding

Please complete the table below.

Total amount carried over from 2019/20	£3,555
Total amount allocated for 2020/21	£18,640 + 3,555
How much (if any) do you intend to carry over from this total fund into 2021/22?	£10,095
Total amount allocated for 2021/22	£19,100
Total amount of funding for 2021/22. To be spent and reported on by 31st July 2022.	£29,195

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 2022. Please see note above	20%
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	20%
What percentage of your current Year 6 cohort perform safe self-rescue in different water-based situations?	10%
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 (extra sessions for Y6 for 8 weeks)

	= £1 360
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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:£29,195 Total fund predicted:£28,975 Actual spend: £30 295		Date Updated: 28 th 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:
					Predicted £3 700 = 13% Actual £5 985 = 21%
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?:
Pupils are able to, and know how to, be active outside of PE lessons Increasing opportunities available at lunch, break and afterschool		- Arrange at least 2 afterschool sports clubs every week for each key stage - PE lead time to run inter-house matches at break/lunch across KS2 - Increase the amount, and accessibility, of active playground equipment		Clubs - £ Playground Equipment - £800. Developed into specific enrichment equipment. Actual spend £2833 After school clubs Actual	Early Bird Enrichment School offers Early Bird breakfast enrichment with a sport / fitness focus three times per week. Pupil voice say that they enjoy this start to the day and this is a motivational factor for attending breakfast club. Targeted children are now in school on time and more often leading to greater scores on the Leuven Scale and good progress outcomes from their starting
					Sustainability and suggested next steps: School is committed to sustaining the breadth and quality of our sport and fitness enrichment. This has been evaluated and reviewed ready to refine and develop for 2022/23.

		spend £1642	points.	
			Lunchtime Enrichment The recruitment of two Play Workers has increased participation of games and fitness sessions in school. 100% of children in KS1 and KS2 have accessed this provision more than 5 times. Pupil voice on this provision is positive. Teachers report that the transition into afternoon learning is smoother. After school Enrichment School has increased its after school offering running at least 6 sport / games / fitness clubs each half term. Attendance has been very high (see separate document). This includes attendance of vulnerable groups.	
Increase activity levels throughout the day.	- Increase use of programmes such as “Just Dance” & other general “workout” programmes/sites - Class pedometers, challenges & calendars + link to interhouse	Climbing walls - £1500 <i>Not purchased.</i>	Activity levels have been increased across all year groups. Teachers comment on both the structured and incidental opportunities now happening in school.	All staff are on board with the increase in fitness opportunities. Continue to monitor and support.
Identify targeted children to improve fitness/activity levels.	- Termly fitness tests - Monitor interhouse attendance - Intervention/discussion	Pedometers - £100 <i>Not purchased.</i> PE Lead time -	Change to PE leadership means that the delivery of this intent was changed. All children completed a fitness test which	All staff are on board with the increase in fitness opportunities. Continue to monitor and support.

	around alternative activities - Survey of children	£1300 Actual spend £1300 LINK2ICT Subscription Actual Spend £210	will then be redone next academic year. Class teachers are aware of targeted children and have been monitoring for attendance and participation in PE lessons and sport / play based enrichment. Pupil satisfaction survey results are positive and have been shared with governors.	Information on targeted children has been shared with new teachers during transition.
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Key indicator 2: The profile of PESSPA being raised across the school as a tool for whole school improvement				Percentage of total allocation:
				Predicted £3 975 = 14%
				Actual £7 551 = 26%

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:
Children recognise the importance of PESSPA. They know how it develops their non-physical skills and can use this individually and as part of a team. They feel proud of their achievements				
Importance of PE to be reflected throughout school	- Regular trips with photo updates on twitter/website - "Sport Superstar" wall to be central and visible to all children - PE superstar award celebrated in assembly	Photos - £200 <i>Not purchased.</i> SSP competitions – part of affiliation -	PESSPA are key drivers within our taught curriculum, our enrichment offer and our physical environment. Children have contributed and speak positively of the displays in the personal development corridor	Continue to promote the importance and value of PESSPA to the whole school community. To include a project with parents.

	- Photo print outs to be distributed to children at end of year - Achievements celebrated in assemblies, online etc - Clubs promoted online and in newsletters - Establish PESSPA council/link PESSPA to school council	£375 Actual spend £100	where sporting successes are celebrated. The introduction of the PE Champion in the weekly celebration assembly has added to raising the profile of PESSPA in our school. Parent voice has shown that they feel that our offering is 'excellent.'	
Encourage participation in inter-house system & link to wider-school areas.	- Tokens on display in hall - Daily fixtures across KS2 - Link to other areas eg times table rockstars - End of year reward for winning years	Tokens - £200 <i>Not purchased.</i> PE Lead Time - £1300. <i>Not required.</i> Skiing & ice skating – £1000 <i>Not required.</i> Medals - £100. <i>Not required.</i>	There has been some impact of the inter-school house system although this has been undeveloped. Allocated funding was re-directed elsewhere in areas where greater impact on children was evidenced.	A full review of the inter-house system with leadership support to ensure that it matches the 'excellence' seen in other areas of school. Work alongside an external partner to develop this.
Use PE as a tool for developing the "whole child".	- Teaching and assessing "whole-child" objectives around social, emotional and personal goals. Skills shared in lesson with children	Real PE subscription – £300 Actual spend £250	Formative assessment is used well in all year groups to support and stretch all children. This is leading to good or better progress for all children from their starting points.	Develop formative assessment through the use of Real PE to enhance consistency even further in all year groups.
Increase number of sport offers for golden enrichment to cater for all years.	Survey staff & children to identify future enrichment wishes and equipment	Equipment - £500 (netball, archery &	School now has a vast and vibrant sport, play and fitness enrichment offer. This is	School is committed to sustaining the breadth and quality of our sport and fitness

		dodgeball) Actual spend on equipment and enrichment £7 201	accessed by all children. Pupil voice on enrichment is incredibly positive. This offer complements and enhances our universal curriculum offer.	enrichment. This has been evaluated and reviewed ready to refine and develop for 2022/23.
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Key indicator 3: Increased confidence, knowledge and skills of all staff in teaching PE and sport				Percentage of total allocation:
				Predicted £1 975 = 7% Actual £1710 = 6%
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:
Children enjoy PE and are supported and challenged effectively. They are able to learn and develop fundamental skills and apply them to a variety of situations				
Develop NQT delivery of PE	All NQTs to attend a two day PE course with local authority	Part of SSP affiliation - £375 Actual spend £100	QA for ECT1s and ECT2s shows that they have a developing confidence and understanding of the effective implementation of the PE curriculum. This includes the subject knowledge and required pedagogy.	Continue to support ECT with their teaching for learning of PE to ensure effective implementation.
Work with all staff to improve delivery of PE, focusing on assessment and differentiation.	Planning resources provided through Real PE PE lead to team teach with all staff	Real PE Subscription - £300 Actual spend £250	Team teaching and coaching, alongside the structure of the scheme of work, has resulted in all teachers implementing the PE curriculum effectively. This means	Continue to support staff with their implementation of the PE curriculum looking at the distinctions between 'effective' and 'excellent'. To

	throughout year	PE lead time - £1300 <i>Not required.</i> Sports Week co-teaching Actual Spend £1 185 YST affiliation Actual spend £60 AfPE membership Actual Spend £115	that all children have a regular diet of effective PE learning. This is leading to good progress outcomes from their starting points.	include continued collaboration with external partners.
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Key indicator 4: Broader experience of a range of sports and activities offered to all pupils				Percentage of total allocation:
				Predicted £13 150 = 45%
				Actual £14 407 = 49%

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:
Children know that skills are transferable to a range of sports. They are able to access a range of activities to apply their skills All children have access to a range of sports & clubs outside of the curriculum time.	Provide sporting clubs after-school for every year group	PE lead time - £1300 Not required	School now has a vast and vibrant sport, play and fitness enrichment offer. This is accessed by all children. Pupil voice on	School is committed to sustaining the breadth and quality of our sport and fitness enrichment. This has been

All children can experience both competitive and non-competitive sporting events	Daily interhouse matches in a range of sports	Clubs - £3500 Actual spend £3170	enrichment is incredibly positive. This offer complements and enhances our universal curriculum offer.	evaluated and reviewed ready to refine and develop for 2022/23.
	Purchase climbing wall for use at break and lunch	Climbing wall - £1500 <i>Not purchased</i>	There has been some impact of the inter-school house system although this has been undeveloped. Allocated funding was re-directed elsewhere in areas where greater impact on children was evidenced.	A full review of the inter-house system with leadership support to ensure that it matches the 'excellence' seen in other areas of school. Work alongside an external partner to develop this.
	Commando Joes on offer in enrichment	CJ Subscription - £975 Actual Spend £325	Used within enrichment. Some early evidence of impact on children's character development.	Enrichment Lead to monitor further next year.
	Affiliate to SSP. Track pupil attendance to sporting events	SSP Affiliation - £375 Actual Spend £100 Transport - £1000 Actual Spend £542	Good levels of attendance at DCCT events (see separate tracking document)	Continue to access competitions with both DCCT and Transform Trust. Look at ways to further target children.
Increase number of sport offers for golden enrichment to cater for all years	Calendar of other sporting/activity events e.g cycle derby, rock climbing, archery tag	External sporting providers - £4000	Early Bird Enrichment School offers Early Bird breakfast enrichment with a sport / fitness focus three times per week. Pupil voice say that they enjoy this start	School is committed to sustaining the breadth and quality of our sport and fitness enrichment. This has been evaluated and reviewed ready

	Survey staff & children to identify future enrichment wishes and equipment	Actual Spend £3284 Equipment - £500 (netball, archery & dodgeball) Actual Spend £6986	to the day and this is a motivational factor for attending breakfast club. Targeted children are now in school on time and more often leading to greater scores on the Leuven Scale and good progress outcomes from their starting points. Lunchtime Enrichment The recruitment of two Play Workers has increased participation of games and fitness sessions in school. 100% of children in KS1 and KS2 have accessed this provision more than 5 times. Pupil voice on this provision is positive. Teachers report that the transition into afternoon learning is smoother. After school Enrichment School has increased its after school offering running at least 6 sport / games / fitness clubs each half term. Attendance has been very high (see separate document). This includes attendance of vulnerable groups.	to refine and develop for 2022/23.
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Key indicator 5: Increased participation in competitive sport				Percentage of total allocation:
				Predicted £2675 = 9%
				Actual £642 = 2%
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:
Children are able to compete appropriately with others and enjoy being part of a team Provide all children with opportunity to compete with/against other schools. All pupils to have access to weekly competitive matches	Affiliate with SSP and track pupil attendance Sports leaders and PE Lead to supervise competitive interhouse sporting fixtures Set PE lesson format that allows for competition in every PE lesson	SSP Affiliation - £375 Actual Spend £100 Transport to events - £1000 Actual Spend £542 PE lead time - £1300 <i>Not required</i>	Competition opportunities with DCCT and Transform Trust across all year groups in a range of disciplines including: football, table tennis, tennis, archery, multi-sports. This has led to greater confidence in children (as validated by parents, teachers and pupil voice). There has been some impact of the inter-school house system although this has been undeveloped. Allocated funding was re-directed elsewhere in areas where greater impact on children was evidenced. This has been evidenced through the quality assurance calendar. Children all have access to competition within the PE lessons.	With the support of an external partnership, look at ways to increase competitive sport opportunities more for all children. A full review of the inter-house system with leadership support to ensure that it matches the 'excellence' seen in other areas of school. Work alongside an external partner to develop this. To continue to support staff in seeking ways to introduce and sustain a competitive element in PE lessons. This is to allow

			As well as supporting sportsmanship and resilience, it is also providing opportunities for children to step into the leadership space. Pupil voice is positive in this area with the low-threat competitions described as 'fun' and 'really enjoyable'. There is some evidence of the impact of this particularly since the recruitment of two playworkers.	for both the implantation of skills, the assessment of children and also the development of character traits. Develop, enhance and refine the opportunities for competitive play at break and lunchtimes.
	Timetable to allow all children to use MUGA and basketball areas at break for competitive matches			

Signed off by	
Head Teacher:	A. Storer
Date:	28 th July 2022
Subject Leader:	Amy Storer
Date:	28th July 2022
Governor:	
Date:	