

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 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](#).



Details with regard to funding

Please complete the table below.

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

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 2021.</p> <p>Please see note above</p>	80%
<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>	80%
<p>What percentage of your current Year 6 cohort perform safe self-rescue in different water-based situations?</p>	100%
<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>	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	Funding allocated:	Impact	Sustainability and suggested next steps:
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:		Evidence of impact: what do pupils now know and what can they now do? What has changed?:	
<p>Improve fitness throughout the day</p> <p>To purchase sports equipment boxes for infant and junior playgrounds</p> <p>Sports clubs at lunchtimes</p> <p>To continue to offer a holiday club to all children</p>	<p>All children to take part in daily mile initiative</p> <p>Sports bags placed on the infant and junior playgrounds to encourage active play during breaktimes and lunchtimes.</p> <p>Children given opportunity to take part in a sports club at lunch time (Premier Education led)</p> <p>Holiday clubs offered by Premier Education for all children to attend</p>	£	<p>Children have become more active during breaktimes and lunchtimes and have been interacting with children from various years.</p> <p>Children were able to stay active through taking part in the holiday clubs.</p>	<p>Introduce WOW active assessment scheme to improve fitness throughout the school</p> <p>Introduce reward scheme for daily mile</p>

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:
Recognising sporting achievements made in school and out of school Children to be given exposure to current global sporting events and issues	Achievements highlighted and celebrated in assembly and certificates and medals/trophies given. (Also, match results and significant achievements during lessons are highlighted.) School twitter continued to celebrate children's achievements in sport Children competed in a weekly class competition using travel to Tokyo and results were published on Twitter Women's Euro assembly to raise profile of women's football. Plus entered and hosted Euro tournament for girl's football	£	Children feel excited about celebrating their achievements inside and outside of school Parents are able to see children's achievements in school through our twitter page and newsletters Children became more active at home through the travel to Tokyo challenge as they were competing as a class against others Children enthused and aware of global sporting events	Introduce sporting values

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	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	Sustainability and suggested next steps:

what they need to learn and to consolidate through practice:			changed?:	
Improve resources available for staff	New equipment bought to support teaching	£	Children see all staff wearing PE kit which encourages children to be appropriately dressed for their lesson	Look at improving PE scheme further and introducing more sports into the curriculum
PE kit for staff	New staff and additional kit			Purchase new football and netball kits
Improve staff knowledge and confidence	PE hub (scheme) subscription	£800	Improvement in consistency and coverage of PE over the year	Audit of equipment to see if anything else needs replenishing
	Sports coach from Premier Education	£2200		

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: LTA tennis sessions during curricular time	Activity professional deployed to deliver tennis lessons linked to LTA scheme of work providing CPD opportunities to teachers selected plus another sport offered to the pupils	£0	Review how many children engaged with the activities over the academic year and how many sports and activities were offered	To continue working with outside sporting professionals to deliver high quality sports clubs
Worcester Warriors sessions during curricular time		£0		Other members of staff to take active roll in running sports clubs
Delivery of after school clubs by staff and external agencies	Activity professional deployed to			Give the children more chances to experience new sports/activities

<p>Continue to offer a wide range of activities both within and outside the curriculum in order to maintain/increase pupils' involvement</p>	<p>deliver a range of activities during after school club 1 x per week. Activity focusing on sports, gymnastics and tennis offering a range of sports and activities to different children across year groups</p> <p>Clubs of varying sports were available for all children (Tag rugby, badminton, netball, hockey, athletics, football, dance/drama, archery, cricket, rounders)</p>			
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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:
<p>To get pitch markings done for sporting events</p> <p>To pay for transport to and from competitions</p> <p>Creating a competitive atmosphere around the school through inter and intra school competition</p> <p>Continue link with local schools and compete in festivals/competitions and fixtures</p> <p>Making competitive sport available for the children</p>	<p>Football, rounders, athletics track marked out. Long jump and high jump pits maintained</p> <p>The school will use the sports premium budget to pay for transport to and from competitions to allow children the chance to represent the school in competitive sport</p> <p>Sports day children compete in houses</p> <p>Attend Stratford cluster meetings to organise fixtures/ discuss sport in our area</p> <p>Enter as many events as possible Host events at school – Girls’ Euro football tournament and athletics competitions</p>	£	<p>These markings made it possible to play sporting fixtures and run clubs (football, rounders, athletics). Also used for two sports days in the year</p> <p>This has allowed children to take part in competitive sport without the barrier of having to get to the event, giving more children a chance.</p> <p>All children are given a chance in a competitive environment and to carry out the four sporting values.</p> <p>Children from year 3-6 had the chance to represent the school in cross country competitions against cluster schools</p>	Continue to organise fixtures – arrange fixtures in other sports – hockey, rounders, rugby

Signed off by

Head Teacher:	
Date:	
Subject Leader:	Emily Holmes
Date:	July 2022
Governor:	
Date:	