

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 allocated for 2020/21	£19340 +c/f £3230
How much (if any) do you intend to carry over from this total fund into 2021/22?	£0 (any carryover approved by NCC to keep support the funding of teachers.)
Total amount allocated for 2021/22	£19300
Total amount of funding for 2021/22. To be spent and reported on by 31st July 2022.	£19300

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	67% 37/55
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	60% 33/55
What percentage of your current Year 6 cohort perform safe self-rescue in different water-based situations?	58% 32/55
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: 2021/22	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: 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?:
We need to provide more opportunity for children to be active throughout the day, particularly during break and lunch times.	<p>The Break Time stock will need to be audited and topped up in September to ensure that once it can be used again there is enough variety of equipment to enhance children's physical play during break and lunch times.</p> <p>Classes will continue to use their own football and basketballs and staff will continue to focus on developing team games at these times.</p>		£291 + £45 = £336 – topping up of break time equipment.	<p>Children are back to using these equipment at lunchtimes and break times, as they were pre-Covid. Children are much more active during this time and access equipment well. Resources bought were chosen to support raising children's heart rate and developing their hand-eye co-ordination and team games.</p> <p>Check the stock of class footballs and re-order if necessary.</p> <p>Continue to work with the School Council to identify children's interests, gaps in resourcing etc and what opportunities they would like during break and lunchtimes in order to develop fitness and promote being active.</p>

Key indicator 2: The profile of PESSPA being raised across the school as a tool for whole school improvement				Percentage of total allocation:
				23%
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:
We need to raise the profile of female contribution to sport.	Continue to provide free access to football for girls, with a qualified teacher running the coaching sessions.	£651 – 21 sessions of coaching	At the start of the year an external coach ran the girls' football, at a small cost. Since bringing it in house and having a qualified teacher to run it we have made it free to the children, encouraging more girls to attend. The club is well attended with a full group of 15.	We need to introduce friendly matches for the girls' football team where they can compete against other local schools.
Extension of swimming into Year 4 – we need to increase the number of children who can swim to the required standard.	Start swimming earlier and move lessons to Year 3 with top up in Year 4. Ensure that the year 4 children, particularly those who didn't meet required standard, have top up lessons.	£3803 to go towards the cost of pool hire and coaching (total cost was £4716) for the Year 4 children who did not meet standards at the end of their Y3 swim lessons	Starting swimming a year early is hoped to have a positive impact on children's swimming ability, knowing that children will learn to swim better if they are introduced to it sooner rather than later.	A greater focus needs to be placed on children being able to perform safe self-rescue during swimming sessions. Discuss this with swimming coaches and work towards upping the number of sessions this is covered in.

Key indicator 3: Increased confidence, knowledge and skills of all staff in teaching PE and sport				Percentage of total allocation:
				14%
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:
We will provide CPD for staff where they can observe, discuss and support qualified, skilled coaches in the delivery of sports, including gymnastics, athletics, tennis and cricket.	Hannah to continue to deliver the gymnastics sessions throughout school, with staff observing, supporting delivery and learning from her.	£2760	Staff have all had opportunity to work alongside Hannah and to develop their own understanding of the progression of gymnastics skills through observation and lesson support.	Continue to ask Hannah to support our delivery of Gymnastics. Survey staff confidence in the teaching of PE using Rising Stars. Identify if there are any common sports that staff find more difficult to teach and look into how we can get support in this area of development.
Key indicator 4: Broader experience of a range of sports and activities offered to all pupils				Percentage of total allocation:
				53%
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>Extending children’s physical activity and enjoyment of outdoor pursuits.</p> <p>Hannah’s after school club to be re-started in the new school year with the aim of encouraging more children into gymnastics.</p>	<p>We aim to develop our Outdoor Education and children’s access to outdoor adventurous activities and games, led by Bob Parker, an outdoor specialist who will support staff professional development as well as leading sessions with children.</p>	<p>£10200</p>	<p>This additional provision has supported children’s ability to engage with the outdoor world and with nature. The emphasis on the skills of interdependence and personal resilience necessary for engagement with outdoor pursuits has supported the school’s Values and met the children’s PSED and physical needs. An infrastructure for supporting this (eg: School site mapping for orienteering) has supported wider curriculum goals as well. Bob has created planning for the whole school that is progressive.</p> <p>Hannah’s after school club has been consistently full.</p>	<p>Continue to work with Bob to develop and enhance planning term by term. Teachers to work closely alongside Bob to ensure that adventurous opportunities that link with topic are undertaken, that not only support cross curricular links, but help to develop children’s confidence, interdependence skills and love of the outdoors.</p>
---	---	---------------	--	---

Key indicator 5: Increased participation in competitive sport				Percentage of total allocation:
				8%
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:
Developing our Girls' Football team	Developing girls confidence, enjoyment and skills by offering weekly sessions after school by qualified, knowledgeable coaches.	covered above	We now have a large number of girls accessing the football sessions after school, with a full team regularly coming to train. Coaches see skills progression and enjoyment is clearly evident from the girls.	We need to introduce friendly matches for the girls' football team where they can compete against other local schools.
Re-establishing the Boy's football within competitive sports post-Covid	Get back up and running with football matches within the family of schools.	£1550 to cover the cost of training and match times.	The boys have been involved in many football matches across Worksop. Confidence have reached pre-covid levels and training sessions are well attended, with children outside of the football team joining in. Girls are welcomed at the training session.	Continue to fund access to football for all. Continue to timetable the training sessions for lunch times when girls can access as well as other boys outside of the team. Continue to make links with other football teams locally and join the local league for next season.

Signed off by	
Head Teacher:	
Date:	
Subject Leader:	L Newton

Date:	
Governor:	
Date:	