

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
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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 2020/21	£0
Total amount allocated for 2021/22	£17,300
How much (if any) to be carried over from this total fund into 2022/23?	£0

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	77.2%
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	77.2%
What percentage of your current Year 6 cohort perform safe self-rescue in different water-based situations?	77.2%
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?	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				
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				
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 Spent:	Evidence of impact: what do pupils now know and what can they now do? What has changed?	Sustainability and suggested next steps:
Sports leaders from UKS2 to lead a lunch time game/ activity to improve their sporting knowledge, confidence and communication skills.	We will provide training sessions and a resource booklet to give children the tools that they need to deliver sessions to other children in their class. Buy playground resources such as hoops, skipping ropes, balance beams (class teacher to select what is appropriate for their class) for the sports leaders to help them deliver their lunch time clubs.	£500	Reduced number of behaviour incidents and break and lunch times. Children report improvement in enjoyment of break and lunch times.	Disseminate training and activities to younger groups
Offer an enrichment afternoon every afternoon where children access activities that include different sports.	Discuss with staff and children what sports the children would like to participate in that they are not normally able to.	Free	Children were able to access and try new sports which then resulted in them signing up for after school sports clubs that were run by staff.	This will continue every ½ term.

Ensure all year groups have allocated days to access the Trim Trail – Adventure Play area.	Draw up a rota to show which year groups can use the Trim Trail and on which days. Supervision required.	Free	All children have had access to the Trim trail. Children report positive feedback about having access to this. n	Continue with a weekly rota and when able, a daily rota.
Develop the EYFS outside area to ensure more active play, role play learning and social time. Build a large climbing structure that suits all abilities and promotes activity.	Discuss with children ideas for adventure trails and climbing frame and possible playground markings. Research possible suppliers and obtain quotes.	£10000	A pirate adventure playground area has been built in the outside area. This includes climbing nets, steps, slides and play area for to stimulate their imagination. The children in EYFS use this area during every playtime There has also been: Addition of marked roadway Purchase of new gross motor vehicles Noticeable different in the amount of gross motor activity that the children are participating in which has had a positive impact on their gross motor skills.	Long term children will have access to this area.
Run a Stride Active Summer Games Day.	Invitation from Stride Active to hold a Summer Games Day. Activities would be differentiated to enable all children within the school to take part.	£250	Whole School participation. Due to Covid, children had to take part in their class bubbles but we were able to collate whole school totals and enter them to Stride Active.	We will participate in this again next year.

Organise a sponsored event to benefit the local community.	Whole School Reindeer Run to support St Michaels Hospice, Hereford. All year groups to complete as many laps of the school MUGA play area as they can in a set time.	£100	All children took part and really enjoyed it. SEN children were supported to ensure they took part. Everyone enjoyed this activity and in total the whole school raised £2615.95 for the Hospice.	The school will participate in another fund-raising activity again next year.
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Key indicator 2: The profile of PESSPA being raised across the school as a tool for whole school improvement

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 Spent:	Evidence of impact: what do pupils now know and what can they now do? What has changed?	Sustainability and suggested next steps:
Continue with a 'Sports star of the Month' which will be announced during celebration assembly, on the first Thursday of the month, in order to improve children's desire to do well and participate in PE lessons.	Celebrate all sporting achievements, even those out of school, during assemblies – certificate awarded.	£50	Increase in the status of sport and PE. Improvement in behaviour and engagement during PE lessons.	To continue into future years.
Swimming Lessons, Passports and Metal Badges. (Swim England)	Ensure we order enough Passports / Passport Stickers and Metal Badges for all children swimming in this academic year. Individual A4 Swimming Certificates created in school.	£100 Free	Swimming badges raised the profile of swimming and saw children striving to achieve the next level/steps	To continue with the swimming Passports / Stickers and badges so that all children meet the expected level 6 by the end of Year 6.

Key indicator 3: Increased confidence, knowledge and skills of all staff in teaching PE and sport

Intent	Implementation	Impact
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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 Spent:	Evidence of impact: what do pupils now know and what can they now do? What has changed?	Sustainability and suggested next steps:
Provide training for all staff, including lunch time supervisors, about the benefits of physical activity within other curriculum lessons, as well as on the behaviour in pupils with a view on improving their performance.	Identify where and when courses are being run. Ensure cover staff are booked to cover training courses.	£250	CPD for the teaching of PE as well as sport. PE coordinator meetings have been attended as well as an anxiety based session. This has helped teachers to find different ways and ideas to support children with a range of issues within their class. Staff feedback showed teachers feel more confident to deliver PE lessons	All staff will be confident in teaching aspects of PE and can support each other in areas where they are not as confident.
Allow time for federation PE coordinators to meet and share ideas and resources to ensure consistency.	Provide time for sports coordinators across the federation to meet and discuss ideas and how to engage more children in sports.	£500	Ideas shared between schools within the federation resulting in a more co-ordinated approach to PE. Smoother transition to high school where feedback is that pupils arrive at high school with a higher level of skill.	Ideas from meetings have been fed back to other staff through staff meetings.
Employ specialised PE teachers who will work across the federation.	All pupils to achieve 2 hours of high-quality PE as part of the curriculum, offering a range of opportunities.	£2500	Regularly monitor progress through BLINCs and observations. High quality PE being delivered.	Created CPD opportunities to upskill Primary teaching staff/
Key indicator 4: Broader experience of a range of sports and activities offered to all pupils				
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 spent:	Evidence of impact: what do pupils now know and what can they now do? What has changed?	Sustainability and suggested next steps:
Provide afterschool and lunchtime clubs that contain sporting activities.	Teacher led clubs (including PE Staff from Aylestone)	£1000	All children have access to clubs both after school and during lunch times. Reduction in behavioural incidents at lunch times.	Continue next year. If possible, increase the number of clubs that are focussed on the children being active.

Key indicator 5: Increased participation in competitive sport			
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?
All children are able to access sporting events regardless of transport arrangements that parents can make	Continue to run a school minibus with appropriate training given to staff to be able to drive this	£2300 (contribution towards the cost of the minibus and training)	Children should be keen to play in matches and learn to enjoy competition whilst accepting that they may not always win. We have not been able to hold many competitions this year due to the size of our school bubbles that we have.
			Sustainability and suggested next steps:
			Identify staff to deliver sports. Staff to attend training sessions so they are able to deliver sessions independent of a coach in the future.