

# 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](#).

Created by:



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## Details with regard to funding

Please complete the table below.

Total amount carried over from 2019/20	£0
Total amount allocated for 2020/21	£17,630.00
How much (if any) do you intend to carry over from this total fund into 2021/22?	£0
Total amount allocated for 2021/22	£17,630.00
Total amount of funding for 2021/22. To be spent and reported on by 31st July 2022.	£17,630.00

## 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. <b>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</b>	
What percentage of your current Year 6 cohort swim competently, confidently and proficiently over a distance of at least 25 metres? <b>N.B.</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	36%
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	32%
<b>What percentage of your current Year 6 cohort perform safe self-rescue in different water-based situations?</b>	29%
Schools can choose to use the Primary PE and sport premium to provide additional provision for swimming but this must be for activity <b>over and above</b> 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: 2021/22	Total fund allocated:	Date Updated: 20 <sup>th</sup> September 2021		
<b>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</b>			Percentage of total allocation: 20%	
Intent	Implementation	Impact		
Ensure children have access to age-appropriate active travel training to encourage children to walk or cycle to school safely.	<p>Year 3 pupils take part in Pedestrian training to learn how to cross the road safely.</p> <p>Y5 &amp; 6 pupils take part in Bikeability Level 1 &amp; 2 training to learn how to ride their bikes safely on the road</p> <p>Assembly on Active Travel.</p> <p>Active travel promotion to parents and families in school newsletters and parent meetings.</p> <p>Take part in initiatives like ' Walk to School Week'.</p>	<p>Bikeability Training Cost: Part of RESSP Buy in. (Part of £4,500).</p> <p>Pedestrian Training Cost: £7 per child x 30 children = £210</p>	<p>The percentage of pupils walking or cycling to school has increased.</p> <p>Children are more awake on a morning.</p> <p>Less congestion at the school gate for drop off and pick up times.</p> <p>Children are more confident and competent to ride on roads and cross the roads safely.</p>	<p>Each year the next cohort will be trained.</p> <p>School staff supporting the instructors from the RESSP fully understand the outcomes and consolidate this learning back in school.</p> <p>Parents understand the school is an 'active school' and the benefits of walking their child to school and spending quality time on a morning.</p>
Develop the knowledge and understanding of all staff regarding the importance of 60 active minutes.	<p>Book in RESSP to deliver Active 60 minutes staff training. <i>Unable to complete due to COVID and staffing issues.</i></p> <p>Subject Leader &amp; Head Teacher to advocate the importance of keeping children active.</p>	<p>Course Cost: Part of RESSP Buy in. (Part of £4,500).</p>	<p>Staff have the knowledge and understanding why children should be active and that it links to their educational achievements, health, physical development and mental wellbeing.</p> <p>Staff have implemented physical</p>	<p>Each year make sure that new staff are trained.</p> <p>Subject leader to ensure staff do not revert back to sedentary classrooms.</p> <p>New ideas refreshed to keep up interest for staff and children.</p>

			activity into their planning.	
<b>Key indicator 2: The profile of PESSPA being raised across the school as a tool for whole school improvement</b>				Percentage of total allocation: 20%
<b>Intent</b>	<b>Implementation</b>		<b>Impact</b>	
Develop life skills in pupils.	<p>Integrate Primary My Personal Best into PE.</p> <p>Subject Leader attended training.</p> <p>Subject Leader alongside RESSP delivered whole staff training.</p> <p>Updated curriculum plan to include life skills for the academic year.</p> <p><i>Unable to complete due to COVID and staffing issues.</i></p>	<p>Course Cost: £100</p> <p>Support from RESSP for staff training: Part of RESSP Buy in. (Part of £4,500).</p>	<p>Explicitly teaching life skills through PE.</p> <p>The skills are now taught and not caught by accident.</p> <p>The programme has developed across other curriculum areas.</p> <p>Children understand what life skills are, what each of them mean and can articulate how developing them can help in PE, in the classroom and outside of school.</p>	<p>The life skills are fully integrated into the curriculum plan.</p> <p>We need to make sure the skills selected meet the needs of our children and young people each year.</p> <p>Ensure that new staff understand how to integrate the programme in PE.</p> <p>The subject leader needs to keep the school focussed on the impact, so we don't see a drop off.</p> <p>School to send home communication regarding the life skills is needed so that parents can help consolidate the learning.</p>

<p>Develop leadership skills in children</p>	<p>RESSP trained sports leaders / playground buddies.</p> <p>A member of staff accompanied the children to the training and now leads the sports leaders' / buddies team within school.</p> <p>The children deliver physical activity sessions at break and lunchtimes.</p> <p>The member of staff in charge meets the leaders once a month to plan activities and to use the group as the student voice for other projects.</p> <p>The leaders will also support events organised by RESSP.</p>	<p>Leadership Training Cost: Part of RESSP Buy in. (Part of £4,500).</p> <p>Break &amp; lunchtime specific equipment cost: £1000</p>	<p>Pupils have increased self-esteem and confidence.</p> <p>Young leaders benefit from the experience of planning, organising and delivering a range of sports to a diverse group of children. They became more confident in their leadership qualities.</p> <p>Three young leaders have planned their own multi skills club for Year 3 pupils as an after-school club.</p> <p>Staff benefit from training by RESSP so they understand their role back at school with the sports leaders.</p> <p>A more active school has been achieved by having the 'mini workforce' at break and lunchtimes.</p>	<p>Sports leaders from Y5 currently trained. We need to continue this year on year and have the older leaders mentor the younger ones.</p> <p>Download more activity cards for the sports leaders to give them ideas for new games.</p>
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Key indicator 3: Increased confidence, knowledge and skills of all staff in teaching PE and sport			Percentage of total allocation:
			15%
Intent	Implementation	Impact	
<p>Increase knowledge, understanding, confidence and competence of the subject leader and Health Curriculum Team as a whole.</p> <p>The subject leader can then lead the whole school staff.</p>	<p>Attendance at SSP cluster events.</p> <p>Specific support from NY and CT.</p>	<p>Leadership Training Cost: Part of RESSP Buy in. (Part of £4,500).</p> <p>As a result of CPD, the PE subject leader has:</p> <ul style="list-style-type: none"> <li>developed a curriculum map appropriate to the children within the school.</li> <li>Organised PE specific observations.</li> <li>Introduced a user-friendly assessment tool and delivered staff training to the whole school</li> </ul>	<p>Implementing annual PE observations.</p> <p>Track assessment for learning in PE.</p> <p>Keep tweaking the curriculum map to ensure it meets the school's intentions for PE.</p>
<p>Increase the knowledge, understanding, confidence and competence of the Early Career Teachers (ECTs).</p>	<p>Team Teaching: ECTs within school have worked for 3 sessions with a member of the RESSP team on a 1:1 basis.</p>	<p>Team Teach Cost: Part of RESSP Buy in. (Part of £4,500).</p> <p>ECT's all feel confident and competent.</p> <p>Staff have identified their strengths and weaknesses so the RESSP team or subject leader can support them in the future.</p>	<p>A programme of support for all ECTS in the future.</p> <p>1:1 meeting between the ECT and the subject leader to make sure they fully understand the intentions of PE and for their class.</p>
Key indicator 4: Broader experience of a range of sports and activities offered to all pupils			Percentage of total allocation:
			25%
Intent	Implementation	Impact	
<p>To ensure that all children and young people enjoy some form of sport or physical activity</p>	<p>Take part in RESSP festivals and development days – at least each year group once a term.</p> <p>Introduced additional activities at break and lunchtimes.</p> <p>Clubs – multi skills, dance, football.</p>	<p>Festival &amp; Development Days Cost: Part of RESSP buy in (Part of £4,500).</p> <p>New equipment cost: £1000</p> <p>The children are engaged more in PE and after school clubs due to the wider and broader selection of activities</p>	<p>Continue to enter children into sports events and festivals.</p> <p>Ensure thought goes into which children are selected for which event.</p> <p>Follow up work to every event to ensure maximum impact.</p>



		Clubs cost: £1000		
Ensure that all children know how to and are confident and competent to ride a bike	Balance bike training for all children in Reception, delivered by RESSP.	Balance Bike Training Cost: £3 per child x 30 children = £90	<p>Reception children can all now glide and turn on a balance bike. Their next steps is to ride with pedals.</p> <p>Guidance has gone home to parents about balance bike training and their child's next steps.</p> <p>Non riders can now ride a bike. The sense of achievement and the increase in confidence was immediate.</p>	<p>Purchase a fleet of six bikes with pedals and a track painted on the outside of the playground for children to ride.</p> <p>Encourage families to ride with their children outside of school.</p>



Key indicator 5: Increased participation in competitive sport				Percentage of total allocation:
				20%
Intent	Implementation		Impact	
Ensure that every pupil, by the time they reach Y6, has represented their school in a sporting activity	<p>Enter into RESSP competitions and festivals.</p> <p>Ensure children are entered into appropriate levels of competition to suit their individual motivation, competence and confidence levels.</p> <p>Keep a track of which competitions and festivals every child has attended.</p> <p>Celebrate ALL participation achievements, not just the winners.</p>	<p>Competition Cost: Part of RESSP buy in (Part of £4,500).</p>	<p>Pupils' skills developed through the experience and some developed an interest in a new activity.</p> <p>Pupils have a sense of belonging to their school as they represented the school.</p> <p>Pupils have improved their confidence, competence, motivation, knowledge and understanding in various sports and activities.</p> <p>The children have had fun!</p> <p>Staff have benefitted from the professional development opportunities through attending events and learning from the deliverers.</p> <p>The events have been used as a carrot for good behaviour in school and we have seen a significant improvement.</p>	<p>Ensure that all children are appropriately prepared for the competition they are attending to further increase their physical literacy levels particularly their confidence and motivation levels.</p> <p>Reinforce the Spirit of the Games values that RESSP are aiming to develop in our children: Honesty, Passion, Determination, Self-Belief, Respect and Teamwork.</p>

<p>Increase the number of children engaged in personal challenges</p>	<p>With the support from RESSP, our sports leaders / buddies, and the online platform Koboca, we have increased personal challenges across the whole school: In PE, at break and lunchtimes and set for homework.</p> <p>The challenges aim to encourage children to increase their skill level, fitness levels and their activity levels.</p>	<p>Support from RESSP Cost: Part of RESSP buy in (Part of £4,500).</p> <p>Koboca Cost: Part of RESSP buy in (Part of £4,500).</p>	<p>Increase levels of competence and confidence in PE.</p> <p>Increase physical activity levels.</p> <p>Great way to select children for Inter competitions.</p> <p>Links between school and home life improving and parents and families understanding the high profile we place on PE and physical activity.</p> <p>More families getting involved and sending in photographs, results and videos.</p>	<p>Put a plan together so that the challenges are timetabled for the year - including home challenges.</p> <p>Put more challenges on Koboca.</p> <p>Include more challenges in PE linked to curriculum plan.</p> <p>Can we start to look at 'Personal Challenges' in other subject areas?</p>
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Signed off by	
Head Teacher:	Katie Lowe
Date:	20.9.2021
Subject Leader:	Hannah Hill
Date:	20.9.2021
Governor:	Hilary Love
Date:	20.9.2021