

# 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](http://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	£5,000
Total amount allocated for 2021/22	£19,591

## 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 2022. Please see note above	10%
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	10%
<b>What percentage of your current Year 6 cohort perform safe self-rescue in different water-based situations?</b>	12%
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?	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: 1/7/22	
<p><b>Key indicator 1:</b> 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</p>					
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>Equipment for PE lessons and dinner times to be split between each section on the playground (bibs, balls, cones)</p> <p>Extra sports coaches to provide quality coaching for lunchtime, curriculum lessons and after school clubs</p> <p>Sports coach to deliver training session to lunchtime supervisors. Show them games to play on the playground and teach them how to referee games.</p>	<p>Set of equipment for each section of the playground so that the children can play a range of games</p> <p>New containers to put the equipment in for each zone</p> <p>Sports coaches to come in 3 days a week:</p> <ul style="list-style-type: none"> <li>• 2 days a week enrichment.</li> <li>• 1 day PECS training for staff</li> <li>• 3 days lunchtime</li> <li>• 3 after school clubs</li> </ul>		<p>£3,000 on equipment.</p> <p>£16,000 for coaches</p>	<p>Pupils are able to play different sports/games in each zone and have enough equipment to play their games properly.</p> <p>Lunchtime supervisors are more confident in setting up and delivering games with the children. They are more confident refereeing games.</p>	<p>Old equipment will need replacing next year.</p> <p>After support from the sports coach, lunchtime supervisors are more confident and have the correct equipment to deliver quality physical activity during lunchtimes. This has greatly improved behaviour outside and improved the quality of physical activity. Next step is to introduce a wider range of pupil lead activities during break times. Lunchtime supervisors will need further training in these areas.</p>

**Key indicator 2: The profile of PESSPA (Physical Education, School Sport and Physical Activity) being raised across the school as a tool for whole school improvement**

Intent	Implementation		Impact	
<p>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:</p>	<p>Make sure your actions to achieve are linked to your intentions:</p>	<p>Funding allocated:</p>	<p>Evidence of impact: what do pupils now know and what can they now do? What has changed?:</p>	<p>Sustainability and suggested next steps:</p>
<p>Include sports awards in the celebration assembly to show pupils the importance of PE and encourage them to try their best to achieve the award next time. BLP certificates can be used to include a PE focus some weeks.</p> <p>Send Children Marvellous Me for good achievements.</p> <p>Encourage children to bring in achievements from outside of school to be shown off in assembly. Pictures added to the School Games notice board.</p> <p>RESPECT badges can be awarded for excellence shown during PE lessons.</p> <p>Give certificates at the end of swimming for any child that can swim 25m.</p>	<p>Achievements outside of school celebrated in assembly. Any swimming certificates or trophies outside of school to be shown in front of the whole school. Certificates given out each week for achievement in sport.</p> <p>Badges given out during RESPECT assembly.</p>	<p>Certificates to be printed.</p> <p>Swimming certificates provided by the swimming baths.</p>	<p>Pupils encouraged to bring in their sporting achievements to celebrate with the school.</p> <p>Encourages more Children to participate in sport outside of school to be a part of the assemblies.</p> <p>Parents are invited to the RESPECT assemblies.</p>	<p>The raised profile of sport will encourage more children to participate at no cost.</p> <p>Assemblies did not take place. Next year 'Sports Award' badges will be introduces to RESPECT assemblies.</p> <p>PE Coordinator to encourage children to bring awards from home and give children a mention in assemblies.</p>

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

Intent	Implementation		Impact	
<p>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:</p>	<p>Make sure your actions to achieve are linked to your intentions:</p>	<p>Funding allocated:</p>	<p>Evidence of impact: what do pupils now know and what can they now do? What has changed?:</p>	<p>Sustainability and suggested next steps:</p>
<p>New PE scheme launched in 2020/21.</p> <p>To provide the best quality PE to the pupils, up-skilling the staff is important. Sports coach will be used to deliver the PECS programme to staff. This will be followed up every year to maintain excellence in PE.</p> <p>Subject Coordinator to deliver CPD to staff throughout the year to keep staff updated on PE.</p>	<p>PE coordinator to support sports coach. Sports coaches to come in 3 days a week:</p> <ul style="list-style-type: none"> <li>• 2 days a week enrichment.</li> <li>• 1 day PECS training for staff</li> <li>• 3 days lunchtime</li> <li>• 3 after school clubs</li> </ul> <p>CPD delivered twice throughout the year to update staff on any changes and to discuss any concerns or questions they have.</p>	<p>£16,000 for coaches</p> <p>£1,000 for any courses for PE Coordinator</p>	<p>OT has monitored the new scheme and amended the plans as and when needed.</p> <p>Impact on the pupils from this:</p> <ul style="list-style-type: none"> <li>✓ Skilfulness and decision making of pupils has increased.</li> <li>✓ Enjoyment for PE, which has improved participation levels.</li> </ul> <p>As part of the PECS programme, staff received a folder with their strengths and developments points.</p>	<p>As all members of staff are becoming more skilled and confident in teaching PE, this has provided a better quality of PE taught across the school.</p> <p>PE coordinator oversaw the PECS programme. PE coordinator to eventually take over the training and create own system for training up staff. Next steps are to continue working with sports coaches to refine the PECS programme to suite our scheme.</p>

**Key indicator 4: Broader experience of a range of sports and activities offered to all pupils**

Intent	Implementation		Impact	
<p>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:</p>	<p>Make sure your actions to achieve are linked to your intentions:</p>	<p>Funding allocated:</p>	<p>Evidence of impact: what do pupils now know and what can they now do? What has changed?:</p>	<p>Sustainability and suggested next steps:</p>
<p>Continue to deliver a range of sporting activities both within and outside the curriculum in order to get more pupils involved.</p> <p>Focus on those pupils who do not take up additional sporting opportunities.</p> <p>A range of equipment to be placed at each zone for dinner times and PE lessons.</p>	<p>Sports coach to deliver lunchtime and after school clubs offering a range of sports – dodgeball, dance, archery or gymnastics. Staff encouraged to join in as much as possible.</p> <p>Arrange a pupil survey to establish what pupils would like at lunch times and for after school clubs.</p>	<p>£16,000 on coaches</p> <p>£3,000 on equipment</p>	<p>More after school clubs have engaged all pupils in more sport.</p> <p>All pupils were offered a club this year.</p> <p>Children have the opportunity to participate in a range of sporting games in different zones.</p> <p>Impact on the pupils from this:</p> <ul style="list-style-type: none"> <li>✓ Behaviour has improved at lunch times, as a result of more structured activities.</li> <li>✓ Children, who were disengaged during PE, are now engaged and want to take part.</li> </ul>	<p>Next steps are to improve the quality of the after school clubs provided. Set up a pupil voice where they have a say in the activities provided.</p> <p>These zones have provided areas for regular physical activity to take place. Next steps are to set up a pupil voice and play leaders to facilitate a range of activities at lunch time.</p>

**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?:	Sustainability and suggested next steps:
<p>Intra competitions are incorporated into the school PE planning so there are competitions at the end of every unit.</p> <p>Sports coach to deliver 3 after school clubs a week.</p> <p>Attend local competitions at Grace Academy and within the local cluster.</p> <p>Set up school football team and enter competitions/play friendlies among our local cluster.</p>	<p>Arrange which evenings are best for children, which don't interfere with other commitments (for example attendance at mosque).</p> <p>Build a partnership with local schools, competitions between the local cluster.</p> <p>PE Coordinator to set up Year 5 and 6 football team.</p>	<p>Free as we will walk to the events.</p> <p>Use cluster mini bus for competitions.</p>	<p><b>Better quality of PE to include intra competitions.</b></p> <p>Participation in competitive sport increases across all areas of the school once our facilities are improved.</p> <p>Impact on the pupils from competition:</p> <ul style="list-style-type: none"> <li>✓ Improved standards in skilfulness and decision making.</li> <li>✓ Increased enjoyment for PE and competition.</li> </ul>	<p>Intra competitions are completed at the end of a unit. Next steps are to monitor feedback in staff meetings. Aim is to improve the standard of intra competitions.</p> <p>More work on building the partnership with our local cluster.</p>

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

Created by:



Supported by:





Governor:	
Date:	