

# Evidencing the impact of the Primary PE and sport premium

Website Reporting Tool

Revised July 2019

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](#).

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  | £17,780    |
| How much (if any) do you intend to carry over from this total fund into 2021/22?    | £0         |
| Total amount allocated for 2021/22  | £17,740    |
| Total amount of funding for 2021/22. To be spent and reported on by 31st July 2022. | £13,699.68 |

## 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><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></p> | <p>No swimming in academic year 20/21 due to COVID restrictions.<br/>Swimming recommenced in Autumn 2021.</p> |
| <p>What percentage of your current Year 6 cohort swim competently, confidently and proficiently over a distance of at least 25 metres?</p>  | 60%   |
| <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>   | 60%   |
| <p><b>What percentage of your current Year 6 cohort perform safe self-rescue in different water-based situations?</b></p>   | 80%   |
| <p>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?</p>  | 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:   |                                 |
|--|--|-----------------------|--------------------|---|---------------------------------|
| <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: |
|  |  |                       |                    |   | %                               |
| 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?   |                                 |
| Engagement in physical activity during lunchtime – aim to get children moving and to improve physical fitness.   | Replenish lunchtime PE equipment of balls, bats and nets for target games so that each class has access to a range of equipment to run activities.   |                       | £1,000.00          | Children are engaging with physical activity at lunchtime, they are supporting the running of games. Behaviour incidents are reduced due to the engagement of children.   |                                 |
| Use of play leaders in KS2 and lunchtime supervisors using their training to engage children in physical activity.   | Score board (laminated in the classroom) for each class when challenges are run by the lunchtime supervisors.<br>Class registers (completed by the lunchtime supervisor) to track those children who participated in the activities. |                       | £399               | Children are engaging with physical activity at lunchtime, they are supporting the running of games.  |                                 |
|  |  |                       |                    | In the new academic year, children in Year 2 will be able to run activities for Key Stage One in order to develop gross motor skills, coordination and follow instructions. Peer relationships will have an impact on behaviour and children will develop a sense of competitiveness. Play leaders will continue to skills communication and leadership skills. |                                 |

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| Daily Mile  | Tracking each class's participation in the daily mile by recording their miles on the class chart. This can also be linked with the Commonwealth initiative.                                | Free               | Children are becoming fitter and setting their own challenges e.g. completing more laps, not stopping, running quicker.                                  | In each class, there will be Daily Mile monitors who will ensure that it is completed and tracked linked to the Commonwealth games.<br>In order to develop a sense of achievement, at the start of the school year, their times will be recorded at points in the year to show an increase in fitness levels. |
| Additional equipment purchased in order to effectively deliver the curriculum – a class set of tennis rackets, athletics equipment and footballs.           | Teacher and sport coach assessment within the lesson will be more effective as all children have a piece of equipment each so they can develop their skill.                                 | £1,440.00          | Children have developed their skills in these areas, noticing when they are achieving the steps set in the lesson and applying these in game situations. | Continued application of the skills learnt, application to games and across other areas of PE.  |
| Whole school audit of activity outside of school- looking at participation of clubs and sports.   | Whole school questionnaire about activity outside of school- both children and parents.   | Free               | Allows us to identify particular year groups or families that could have support to be more active.  | Twice yearly survey to continue to monitor.   |
| <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:<br>%  |
| <b>Intent</b>   | <b>Implementation</b>   |                    | <b>Impact</b>  |   |
| 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:  |
| Children are made aware of mindfulness in relation to mental health.  | Giving children the opportunity to reflect and calm themselves, being aware of their body and mental state and using this to effectively manage their behaviour across all areas of school. | £350               | Most children can identify their feelings and emotions and can state why they feel this way, they are developing (using) strategies to calm.             | Weekly sessions (cool downs and class activities) have been taught to assist children in connecting with their emotions and expressing their behaviour. Children will continue to be able to express how they feel and  |

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|  | This links to work with Nature Friendly schools and other mental health work in school.   |                                 |   | know how to manage their own calming techniques. Children will be more Mental Health aware. In the next academic year, peer mediators will be accessible to support these strategies.   |
| Give children the widest ranging curriculum. Offer as many opportunities as possible and exposure to previously uncovered areas of PESSPA. | Use the resources which Aston Villa have to offer. Allow children to experience a range of new activities and ways to apply their skills. | Included with Aston Villa price | Children to experience a wide range of activities in school including lunchtimes.   |   |
| Training of children to be Play leaders.   | Running of activities at dinner times and encouraging physical activity,  | £599                            | Enthusiastic leaders who have encouraged others to participate in physical activity – registers recorded as to children engaging in activities. | More play leaders will be trained in the current Year 3 (moving to Year 4 class) and then for the Year 2 who will move to Year 3 so that there will be play leaders in all Key Stage 2 classes. This is ensure the longevity of Play Leaders. |
| Children to have opportunities for movement in longer classroom sessions to help improve attainment and focus.                             | Each class to have movement breaks in longer sessions- can be dance, yoga etc   | Free                            | Improved concentration across school and improvement in classroom behaviour.  | Staff surveys to assess impact, repeated throughout the year. Pupil voice on impact.  |

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| <b>Key indicator 3: Increased confidence, knowledge and skills of all staff in teaching PE and sport</b>  |  |                    |  | Percentage of total allocation:          |
|   |  |                    |  | %  |
| <b>Intent</b>   | <b>Implementation</b>  |                    | <b>Impact</b>  |  |
| 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: |

|  |  |  |  |  |
|--|--|--|--|--|
| In order to continue to improve progress and achievement of all pupils the focus is on up-skilling the staff and raising their confidence.   | Liaise with Aston Villa coach to work across school to support the delivery of PE sessions working alongside staff and supporting their continued progression and effective teaching. CPD x 3 will be included in the package. | Aston Villa<br>Autumn and Spring term<br>£8251.68<br>Premier Education<br>Summer term<br>£4560 | Teachers are more aware of how lessons are structured, there is a dialogue between the teacher and sport's coach on how to support children with smaller steps or to push those who are more gifted. | Teachers continue to use the plans to structure lessons and build skills and progression across lessons, they can assess and provide challenge and support where needed.<br>Next steps: To continue to develop teacher's confidence to teacher gymnastics and dance in the curriculum. |
| Teachers will be able to identify those children who are Gifted and Talented in order to challenge during lessons. Also, children who are identified as needing more gross motor support will be identified and during the PE session supported by the TA to build vital skills. | Liaise with Aston Villa coach to work across school to support the delivery of PE sessions working alongside staff and supporting their continued progression and effective teaching.  | Free   | Teachers are able to effectively differentiate which has led to children achieving quicker in lessons and application of skills in to competitive games.   | Next steps: Children identified as gifted to participate in sporting events and be given roles during PE lessons to skill their peers.   |
| Staff CPD to be support by Aston Villa using an online platform. It will increase staff knowledge and develop reflection skills.   | Teachers to participate in all PE sessions and complete relevant online training after the session.  | Included with Aston Villa price  | Staff to be more confident in their skills and understanding of the PE curriculum.   | Liaise with Aston Villa to adapt the provision on a term by term basis.  |
| <b>Key indicator 4: Broader experience of a range of sports and activities offered to all pupils</b>   |  |  |  | Percentage of total allocation:<br>%   |
| <b>Intent</b>  | <b>Implementation</b>  |  | <b>Impact</b>  |  |
| 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>Continue to offer a wider range of activities both within and outside the curriculum in order to get more pupils involved.<br/>Children are asked to share what clubs they would like in school and these are tailored to those needs.</p> | <p>Arrange a pupil survey to ascertain what pupils would like in relation to the different sports clubs so that they can be catered towards their interests.<br/>Liaise with Aston Villa coach to establish 3 clubs per week with additional clubs at lunch time based around small team games.</p> | <p>Included in the Aston Villa price (see above)</p> | <p>Pupils have been exposed to different sports and learnt about rules and skills needed to play.</p> | <p>Application in to game situations in a competitive context.</p>   |
| <p>Focus particularly on those pupils who do not take up additional PE and Sport opportunities (pupil premium focus).</p>   | <p>Target pupils who do not regularly participate in sports clubs and encourage them to attend (pupil premium focus)- particularly lunchtime clubs.</p>   | <p>£100</p>  | <p>More children to be active in clubs.</p>   | <p>Each class to be offered an after school club throughout the year. Encourage all children to participate in the club.</p> |



| 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:   |
| To introduce additional, inter and intra sports competitions in order to engage more pupils through the school games website                                | Develop a sense of competition, team work and desire to improve. Achievement in their own ability. | £100               | Establish a competition between linked academy schools. Children were given a goal with which to achieve, they were focused and knew they were aiming for an end goal that was to be their best. Children showed more focus and used the skills taught to the best of their ability. | Continued competitions with linked academy schools in different areas of Physical Education (virtual with scores collected or in person). Children develop a sense of competition. Play leaders can be used to facilitate these competitions/run/design the tasks. A sense of ownership and achievement, along with support for others in their class. |

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|-----------------|-----------------|
| Signed off by   |                 |
| Head Teacher:   | Nicola Pinnegar |
| Date:           | 08/11/2021      |
| Subject Leader: | Fleur Rowlands  |
| Date:           | 08/11/2021      |
| Governor:       | Richard Philips |
| Date:           | 10/11/2021      |