

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](https://www.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 2022. To see an example of how to complete the table please click [HERE](#).

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Details with regard to funding

Please complete the table below.

Total amount carried over from 2019/20	£ 6,000
Total amount allocated for 2020/21	£ 18,550
How much (if any) do you intend to carry over from this total fund into 2021/22?	£ 0
Total amount allocated for 2021/22	£ 18,550
Total amount of funding for 2021/22. To be spent and reported on by 31st July 2022.	£ 18,550

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 2022. Please see note above	85%
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	70%
What percentage of your current Year 6 cohort perform safe self-rescue in different water-based situations?	80%
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: £18,550		Date Updated: July 2022	
Key indicator 1: The engagement of all 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:
					%
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 to have access to sporting/physical activity at least 45 minutes each day as well as two quality PE lessons per week.		Investment to be made into playground resources which can support with physical activity during the more unstructured parts of the day such as break and lunch times.		£1000	Children have a range of equipment which can be used at playtimes to support in sports games such as football, basketball, racket sports.
Key indicator 2: The profile of PESSPA being raised across the school as a tool for whole school improvement					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?
Key Stage two children to be trained as playmakers so they can lead games and sports independently when on the playground and act as role models for the younger children.		Pacesetters sports to deliver the training to Year 5 cohort so they can implement this as year 6 to the younger children.		£250	Children are now confident at working together and leading games on the playground and need very little adult support.
					Next steps is to train next years Year 5 ready for their transition to Year 6

To ensure all children have access to swimming in Key Stage Two and bikeability.	Children in year 6 to access weekly swimming lessons at pool in Wellingborough. Bikeability to be offered to year 3,4,5	£3426 (includes coach travel to pool)	90% of children completed their level one or two bikeability and can now ride safely on the roads.	Bikeability to be offered to KS1 children in September 2022
To invest in a multi-use games area which will give children more opportunities at lunch and break times.	MUGA pitch to be invested in so we can have a more defined area for support and this should support behaviour	£8,000 (this has not been spent due to needing more money raised from PTA)	Not yet seen an impact	

Key indicator 3: Increased confidence, knowledge and skills of all staff in teaching PE and 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 use pacesetter coaches in order to improve teachers and curriculum\ leads subject knowledge in PE. School to invest in PE curriculum scheme of work which will align with the PE being delivered by pacesetter coaches.	Tom Elmore employed to lead PE development through the school. He will be available to complete CPD session with staff and upskill teachers in certain PE aspects. The school will invest in the PE Planning scheme of work so lessons are well planned and sequenced and build upon previous knowledge	£ 3000 £500	Teachers are now more confident at teaching PE elements particularly dance and gymnastics. Children can now demonstrate a range of skills within these elements. The staff are now familiar and confident with the PE Planning framework and are following the sequencing successfully.	Tom Elmore will not be needed going into the next academic year as teachers are more confident in lesson delivery. Planning to be monitored and ensure the use of knowledge organisers within PE sessions

	<p>Long term plans for PE to be closely scrutinised to ensure that knowledge is being built on and NC is being used appropriately.</p> <p>New Curriculum lead for Sept 2022 to visit other settings within the trust in order to observe good practice.</p> <p>Curriculum lead to meet with other leads from across the trust to look at plans and how they can work together to develop a successful PE curriculum.</p>	£500 to cover supply costs	New curriculum lead in place ready to take over the subject in September 2022	
Key indicator 4: Broader experience of a range of sports and activities offered to all pupils				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:
<p>Additional achievements:</p> <p>For children to be inspired by people in sports and be encouraged to take up these sports.</p>	<p>Visit by Paul Sturges – Britain's tallest man. One day work shop booked for him to carry out an assembly on bullying and then basket ball workshops for all children.</p> <p>Visit by Maisie Summers Newton – Paralympic gold medallist</p>	<p>£500</p> <p>£0</p>	<p>Children inspired by his story and more participation seen afterwards at hotshot's basketball club</p>	<p>More workshops booked for next year, starting with skipping in September 2022</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:
Children across school given the opportunity to take part in the dancing schools competition.	Children to work together as a team learning elements of ball room dancing	£ 400 (including new costumes)	Children confident in ballroom dancing	Continue next year with different groups of children.
Children across the school given the opportunity to take part in pacesetter sports competitions (10 in total across the year)	Children from a range of abilities to be selected to represent the school	£25 per competition plus supply costs. – total £1000	Children have brought back a range of trophies and medal demonstrating their successes in the competitions.	

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