

# 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 2021. 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 2020/21	£441 + £1280 underspend IM Marsh
Total amount allocated for 2021/22	£16081
How much (if any) do you intend to carry over from this total fund into 2022/23?	£0
Total amount allocated for 2022/23	£
Total amount of funding for 2022/23. To be spent and reported on by 31st July 2023.	£17790

## 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>What percentage of your current Year 6 cohort swim competently, confidently and proficiently over a distance of at least 25 metres?</p> <p><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.</p> <p>Please see note above</p>	71%
<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>	64%
<p><b>What percentage of your current Year 6 cohort perform safe self-rescue in different water-based situations?</b></p>	89%
<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 due to lack of availability (due to covid restrictions at the pool).

## 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:	
<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				Percentage of total allocation:
				71%
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:
Promote 'WOW' (walking to school scheme).	Children to record how they got to school daily in class and celebrate those that walked/cycled/scooted at least once a week using badges that are given out at the end of every month during celebration assembly. Facilitate a 'Walking Wednesday' to allow children the opportunity to park and stride with staff support.	GRANT PAID	More children were using an active method of getting to school and were more aware of how this can impact their health (mental and physical).	See if this scheme is available for the next academic year.
Daily mile to continue to be encouraged for each class	Track markings to be added to playground to keep the children motivated and engaged.		Children enjoyed participating in the mini activities whilst completing the daily mile. More children were inspired to participate than before.	Continue to complete daily mile – can be used as and when teachers feel children need it mentally or can be timetabled at an appropriate time.
Teachers to continue to deliver high quality PE lessons using PE passport to support planning and assessment.	Ensure we are subscribed to PE Passport to help teachers with offering a broad range of focused activities (across all curriculum areas) that are effective in		Teachers enjoy using the bank of lesson ideas to achieve each objective.	Continue to use PPP planning.

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PE/Pastoral Support Assistant employed to plan and deliver structured activities – targeted pupils / cohorts during lunch times.	developing skills for all ages and abilities.  S Moorhouse to be employed as a PE support TA.	£11387	It helped with both mental health of those children that struggled with social anxiety, helped with inactive children and helped to inspire children to try new games/activities.	
Trim trail will continue to be timetabled for use by all children.	Set up timetable for new academic year.		Good engagement from children.	Continue to use rules and timetable for trim trail.

**Key indicator 2: The profile of PESSPA being raised across the school as a tool for whole school improvement**

Percentage of total allocation:

14%

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:
Employ a PE/Pastoral Support Assistant to plan and deliver lunch clubs and after school clubs for a variety of Year groups – TBA.	S Moorhouse to be employed as a PE/Pastoral Support Assistant to help deliver a wide range of activities across all ages and give further support to the less active/ SEND children through such clubs.  Pupil survey to be carried out to consider which clubs children would like to have the opportunity to access at lunch time/after school.		(as above)	Clubs are only going to last for approximately 6 weeks in order to allow for a wider variety throughout the year.

PE ambassadors to take a more leading / active role (when COVID restrictions are lifted).	Miss Burns/Mr Moorhouse to choose and train Y6 PE ambassadors (following a pupil survey) and facilitate a timetable so they can work with other year groups during lunch times, targeting the less active children/SEND.		Didn't happen due to covid bubble restrictions. However, PE ambassadors for next year (current Y5) have attended an afterschool club with the LFC Foundation and SM to learn games they can use on the playground.	Train Y6 ambassadors as soon as possible in Autumn 2022.
We are continuing to be a part of Children's University this year to recognise and celebrate participation in extra-curricular clubs and out of school physical activity.	Re-enrol in Children's University and SB to log hours every half term.	£2000 + £250 for coach to ceremony	Children were motivated to participate and log hours.	Re-enrol for next year (22-23)
PE passport to be embedded for planning / teaching and assessment.	Use subscription for PE Passport. Class teachers to use consistently for planning and assessment purposes to allow PE lead to monitor progress and recognise gaps/children that need additional support (lowest 20%). Ensure the last Summer assessments are done before the roll over for the next academic year.  Carry out a staff survey to ensure staff are being supported through CPD in any necessary areas within the PE curriculum.		(as above)	

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

Percentage of total allocation:

7%

Intent	Implementation		Impact	
Your school focus should be clear what you want the pupils to know	Make sure your actions to achieve are linked to your	Funding allocated:	Evidence of impact: what do pupils now know and what	Sustainability and suggested next steps:

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and be able to do and about what they need to learn and to consolidate through practice:	intentions:		can they now do? What has changed?:	
Employ PE/Pastoral Support Assistant to support all lessons across school.	S Moorhouse to be employed as a PE/Pastoral Support Assistant to support the setup of equipment and differentiation within lessons (supporting the less able and challenging the more able – planning for this will come from PE Passport planning and discussions with class teachers on strategies/activities best for each focused child).		(as above)	
Continue to embed PE passport for planning, teaching and assessment. Use to identify gaps in pupils knowledge and skills / highlight less active children to be targeted.	Renew subscription for PE Passport. Class teachers to use the scheme consistently for planning and assessment purposes to allow PE lead to monitor progress and recognise gaps/children that need additional support.		Teachers have used the scheme/adapted the scheme accordingly throughout the year.	Re-enrol with PPP.
Ensure equipment needed for delivering PE Passport lessons is accessible, safe and effective.	Do an audit of equipment and order accordingly.  Get all sports/PE/PD equipment risk assessed.    Carry out staff survey once a term to find out if any staff members need CPD/support planning and facilitating high quality PE lessons	£713.47  £158.40 for maintenance and £272.29 replacements in EYFS	Equipment is safe to use. We have replaced any old equipment/lost equipment.	Regularly check the PE cupboard to ensure equipment is available to fulfil the curriculum and engage children.

LFC coach to continue to provide CPD through the delivery of high quality PE lessons / clubs. One class per ½ term.	using PE Passport. Timetable LFC coach so Year 1-6 have an opportunity to work with the specialist coach.		Engaging, effective and successful lessons provided alongside teaching staff.	Continue to work with the Foundation to enhance the teaching of PE.
<b>Key indicator 4: Broader experience of a range of sports and activities offered to all pupils</b>				Percentage of total allocation: 0%
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:
Plan IM Marsh for 2022 to allow KS2 children to experience climbing / orienteering and a variety of outdoor adventure activities.	Book visit as soon as COVID restrictions allow for it.		DIDN'T HAPPEN DUE TO COVID RESTRICTIONS	Re-book for Summer 23.
Full extra-curricular timetable which will include: Orienteering High Five Football Rounders Badminton	Timetable staff to facilitate after school/lunch time clubs once the pupil survey has been completed (this is to find out which clubs they would like the opportunity to attend).		(See CU for evidence/impact through hours logged)	(as above)
Plan swimming lessons as a priority for all KS2 classes as this did not happen in 2020/21 due to COVID restrictions.	Book four blocks and timetable each KS2 class to attend 8 days (4 days x 2 weeks).		(See swimming data)	Book two week block for all KS2 classes.
Robinwood TBA for Year 6 pupils May 2022.			Children participated in a wide variety of sports, including orienteering.	PGL to be arranged for Summer 23 (Y6).
Plan additional swimming lessons for				



our Year 5 and Year 6 non-swimmers (impact of COVID – two years swimming lessons missed).	Book one two week block for after all of the classes have been swimming to allow non-swimmers to be identified.		Didn't happen due to no availability.	Book accordingly.
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Key indicator 5: Increased participation in competitive sport				Percentage of total allocation:
				8%
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:
Provide a full timetable of a variety of after school clubs.			(As above)	
Take part in competitive sport through KSSP competitions – continue SLA with KSSP.	Check the online KSSP calendar of competitions weekly and use the online registration to sign up to as many interschool competitions as possible giving as many children as possible the opportunity to participate.	£1300		
Organise intra school competitions for all year groups – PE TA can assist with this.	Organise intra school competitions regularly during lunch times, once a term across classes and a sports day in the Summer term. (Dates TBA)		Sports day was a success with mixed teams within EYFS/KS1/KS2.	Schedule 1 intra event for each year group each term. Schedule an official sports day for Summer 2.
Continue encouraging pupils to compete against their personal best in all aspects of PE / sport.	Continue to use our weekly sports award for each class celebrated in assembly (with a focus on children who have made personal progress in any area of PE).  Carry out a pupil survey to find out if there are any new activities they would like to try – this may help with motivation and inspiration to achieve their personal best if we were to implement the suggested activities.		Children awarded certificates for many including leadership, team work etc.	Continue to award each week.

Signed off by

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Head Teacher:	J.Ryan
Date:	26.09.2022
Subject Leader:	C.Burns
Date:	26.09.2022
Governor:	L.Lester
Date:	27.09.2022