

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](#).



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Details with regard to funding

Please complete the table below.

Total amount carried over from 2019/20	£0.00
Total amount allocated for 2020/21	£16,570.00
How much (if any) do you intend to carry over from this total fund into 2021/22?	£9246.52
Total amount allocated for 2021/22	£16510.00
Total amount of funding for 2021/22. To be spent and reported on by 31st July 2022.	£25,756.52

Swimming Data

Please report on your Swimming Data below.

<p>All pupils access and engage with PE throughout all of the year e.g. Multiskills, Cricket, Tennis and Swimming provided by external providers. Gymnastics, dance, Team games and Athletics provided in house by staff. All children experienced wheel chair basket ball and KS2 had 3 days of outdoor and adventurous activities (usually a 5 day residential curtailed by Covid restrictions this year)</p> <p>All pupils benefit from the large school field and the outdoors, engage in regular physical activity at break and lunch times</p> <p>100% of Y6 children met the national curriculum requirements for swimming and water safety.</p> <p>Staff have had the benefit of experiencing PE lessons (across a range of subject areas) being taught by an external coach to further develop CPD.</p> <p>Children in Class one experience regular Forest schools activities.</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>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 2020.</p> <p>Please see note above</p>	100%
<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>	100%

What percentage of your current Year 6 cohort perform safe self-rescue in different water-based situations?	100%
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?	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: 20202021-2022		Total fund allocated:		Date Updated:	
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					Percentage of total allocation:
					1%
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?
Purchasing of games equipment for Year 5 playleaders to ensure that children are encouraged to play and be more active. Increasing the number of children who represent school through sport clubs and virtual games.		Survey children to find out what games equipment they would like and purchase accordingly. Monitor the children who represent school over the course of the year and encourage others to want to participate in both virtual and live events		£349.79	All year 5 pupils run a variety of fun and sports activities during morning and lunch break times.
Key indicator 2: The profile of PESSPA being raised across the school as a tool for whole school improvement					Percentage of total allocation:
					54%
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?:

<p>Developing the role of playground leaders form the Y5 and Y6 children, increasing sport and active participation amongst our reception and KS1 children impacting on them growing in confidence and choosing to participate, as well as increasing leadership responsibilities amongst UKS2 children Raise attainment of children</p> <p>To maintain indoor outdoor play equipment to include weekly and annual inspections and repair and replace any damaged equipment as necessary.</p> <p>To create a much larger outdoor learning environment for EYFS by glazing in the current decked area and then extending this area with a new larger deck attached.</p> <p>To promote Wellbeing of pupils throughout the school. To reduce level of physical and mental health issues and to raise and address any issues affecting their wellbeing.</p>	<p>HT to liaise with Playleaders about how games on the playground are going, as well as discussing possible incentives for the sports leaders</p> <p>Seek quotes and arrange inspections/repairs.</p> <p>Seek quotes and approval from governors</p> <p>Delivery of Wellbeing lessons by a qualified practitioner to promote posit</p>	£13,956.90	<p>Role of Playleaders was actioned.</p> <p>Additional resources were bought</p> <p>All children to have appropriate clothing for outdoor play for the whole year.</p> <p>Children have access to indoor and outdoor play equipment to enhance their pe lessons and play times.</p> <p>Much improved outdoor provision for EYFS that can be used all your long.</p> <p>Pupils feel more able to raise and discuss any issues of concern, resulting in their improved affecting physical and mental health.</p>	<p>Play leaders courses/incentives for Year 5 and 6 to become leaders.</p> <p>Provide extra support to children who are not meeting the expected standard in PE, through movement interventions and work with OT.</p> <p>Maintain equipment.</p> <p>Add to the provision, purchase more play equipment.</p> <p>Add to provision to include staff wellbeing sessions.</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:
				16%
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:

Focus on tennis, swimming and cricket. Employ external coaches to deliver high quality PE lessons with staff being part of the lesson, Specialist sports coach develop staff as coaches within PE lessons.	Monitoring closely the classes the coach works with to ensure balance - discussing with staff members regarding specific sporting areas they'd like to be supported in, developing their confidence for the next time they teach this unit	£3959.83	Consistently high quality coaches delivered lessons throughout the year including 10 week block of swimming lessons, 18 week block of cricket coaching, 6 week block of tennis and year round multi skills and football coaching.	Staff to continue to work with coaches to develop subject knowledge of teaching PE Extend coaching to mindfulness and wellbeing.
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Key indicator 4: Broader experience of a range of sports and activities offered to all pupils	Percentage of total allocation: 29%
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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:
Invite new external coaches and people in to deliver different sports External coaches to deliver sporting areas (cricket, tag rugby, athletics, football) Provide transport so all can attend. Attend all sporting festivals available in our area Provide transport and instructors for swimming lessons. Forests Schools offered to EY and Year1 Residential experience Y3/4/5/6 – Outdoor and Adventurous Activities	Mrs Lawson/Mrs Harrison to research possible new organisations to come in to school Maintain membership of the William Howard Sports offer so that children have the opportunity to try out new sports	£ 7490	Pictures and memories Skills being transferred to other sporting areas of the curriculum Increased confidence/resilience of the children within EY during Forest Schools in terms of decision making and carrying out tasks. Pupils have attended the following festivals: badminton, rounders, Lacrosse, KS2 multi-skills, KS1 multi-skills and a cricket festival. They have taken part in the following sporting competitions; climbing competition, swimming gala, football tournaments and the interschool rounders tournament. Enjoyment of all year groups in the outdoor learning environment irrespective of weather. 5 day outdoor and adventurous residential for y3 - 6 –climbing, caving, abseiling, fencing, archery, campfire building, buggy racing, indoor climbing,	Repeat the process next year to invite new initiatives into school to further our children’s participation out of school Maintain membership of the WHS sports link Compete in competitions and give broad and new experiences 5 day residential booked for 2023 at hawse End.

			ropes course – all leading to an increased confidence and resilience	
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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:
<p>Additional achievements:</p> <p>Continue to be a member of William Howard Sports Association</p> <p>Enter competitions and festival as appropriate and where pupils show an interest.</p> <p>Encourage participation in after school clubs so that children can take part in competitive sport.</p>	<p>Have a variety of teams who enter over the course of the year.</p> <p>Enter a number of teams into each competition if possible. Look for other competitions to enter.</p> <p>Provide transport to competitions</p>	£	<p>Annual Members of William Howard Sports Association and local secondary school sports partnership.</p> <p>Children achieved success in climbing, swimming, cricket rounders and football.</p>	<p>Increased staff leadership for clubs and accompanying children to competitions.</p> <p>Look at entering a greater range of sporting event</p>

Signed off by	
Head Teacher:	Lynn Harrison
Date:	Jan 2022
Subject Leader:	Lynn Harrison
Date:	Jan 2022
Governor:	Phil Prince
Date:	Jan 2022