

# 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](#).



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## Details with regard to funding

Please complete the table below.

Total amount carried over from 2019/20	£ 15, 667
Total amount allocated for 2020/21	£16,583
How much (if any) do you intend to carry over from this total fund into 2021/22?	£28,675
Total amount allocated for 2021/22	£13,835
Total amount of funding for 2021/22. To be spent and reported on by 31st July 2022.	£28,675

## 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><b>100%</b> 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><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>	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%

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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 <b>over and above</b> 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: 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: 5%	
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:	Sustainability and suggested next steps:
<p>Purchasing of games equipment for playground to ensure that children are encouraged to play and be more active during Covid restrictions.</p> <p>Increasing the number of children who represent school through sport clubs and virtual games.</p>	<p>Survey children to find out what games equipment they would like and purchase accordingly.</p> <p>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</p>		<p>£1600</p> <p>Due to Covid restrictions no after school clubs ran except for Football Club and this only ran for the latter part of the year.</p>	<p>Inviting external coaches in from other sporting areas (lacrosse, rugby, yoga etc) to target our all pupils to engage with different sports</p> <p>monitor non-attenders and targeting them with a club of their choice for 2021 -22</p> <p>Evaluate resources</p> <p>Evaluate participation through pupil questionnaire Summer 2022</p>
<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: 43%	
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:	Sustainability and suggested next steps:
			£12,500	
			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</p> <p>Buy additional resources for playtimes to encourage greater participation</p> <p>Raise attainment of children</p> <p>Improve the EYFS outdoor area to include a partial enclosed area and extended deck area.</p> <p>To provide shed for welly and waterproof clothing.</p>	<p>HT to liaise with LO's and TA's about how games on the playground are going, as well as discussing possible incentives for the sports leaders</p> <p>Additional resources to be bought so that different bubbles have access to the same playground equipment</p> <p>Complete trackers</p> <p>Seek quotes and approval from governors</p>		<p>Role of Playleaders was not actioned.</p> <p>Need Ensure we have children trained as playground leaders for 2021 – 2022 as this did not happen in 2020-21</p> <p>Additional resources were bought and all bubbles had equal access to equipment for playtimes</p> <p>There is still a lack of secure data to measure and evaluate progress and attainment (due to Covid disruptions).</p> <p>Much improved outdoor provision for EYFS that can be used all your long.</p> <p>All children to have appropriate clothing for outdoor play for the whole year.</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>Add to the provision</p> <p>Maintain sheds.</p>
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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:
				34%
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>Focus on the teaching and delivery of dance and gymnastics.</p> <p>Each half term alternating the use of an external to deliver different sporting areas with staff being part of the lesson, as well as receiving the plans for each unit taught that they've been part of (occurring over two afternoons a week)</p> <p>Specialist sports coach develop staff as coaches within PE lessons.</p>	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	£10,000	In door PE was limited due to Covid restrictions and gymnastics coaches were unable to attend. Outdoor coaches did deliver Cricket and Multi skills and football	Staff to continue to work with coaches to develop subject knowledge of teaching PE
<b>Key indicator 4: Broader experience of a range of sports and activities offered to all pupils</b>				Percentage of total allocation:
				22%

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>Invite new external coaches and people in to deliver different sports</p> <p>External coaches to deliver sporting areas (cricket, tag rugby, athletics, football ) Provide transport so all can attend.</p> <p>Swimming top up (Year 6 children) – Water/swimming confidence sessions) Forests Schools offered to EY and Year1</p> <p>Residential experience Y3/4/5/6 – Outdoor and Adventurous Activities</p>	<p>Mrs Lawson/Mrs Harrison to research possible new organisations to come in to school</p> <p>Maintain membership of the William Howard Sports offer so that children have the opportunity to try out new sports</p>	£ 6.500	<p>Pictures and memories</p> <p>Skills being transferred to other sporting areas of the curriculum</p> <p>Increased confidence/resilience of the children within EY during Forest Schools in terms of decision making and carrying out tasks.</p> <p>Enjoyment of all year groups in the outdoor learning environment irrespective of weather.</p> <p>3 day outdoor and adventurous ( non) residential for y5 and 6 – canoeing, climbing, caving, abseiling, stream scrambling, indoor climbing, ropes course – increased confidence and resilience</p>	<p>Repeat the process next year to invite new initiatives into school to further our children’s participation out of school</p> <p>Maintain membership of the WHS sports link (Free next year due to COVID 19)</p> <p>Compete in competitions and give experiences that could not be done due to Covid restrictions in 2021/22</p>

Key indicator 5: Increased participation in competitive sport				Percentage of total allocation:
				0.8%
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:
<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>	£250	<p>Annual Members of William Howard Sports Association and local secondary school sports partnership.</p> <p>Children achieved success in both climbing, 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