

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](#).



Details with regard to funding

Please complete the table below.

Total amount carried over from 2019/20	£6,468
Total amount allocated for 2020/21	£20,600
How much (if any) do you intend to carry over from this total fund into 2021/22?	£4,600
Total amount allocated for 2021/22	£20,600
Total amount of funding for 2021/22. To be spent and reported on by 31st July 2022.	£25,200

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 2020. Please see note above	45%
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	43%
What percentage of your current Year 6 cohort perform safe self-rescue in different water-based situations?	27%
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: 2020/21		Total fund allocated:	Date Updated: July 2021	
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: 25%
Intent	Implementation		Impact	
To improve playground equipment to develop Active Maths and English outside	<p>Add new playground markings with activity ideas provided for staff.</p> <p>Purchase outdoor Maths equipment for class and small group activity,</p>	Funding Spent £3,200	<ul style="list-style-type: none"> New playground markings laid and used to support active learning. Maths counting bags purchased for Y1&2, Y3&4 and being used to engage pupils with core skills through physical activity. 	<ul style="list-style-type: none"> Good practice shared within staff teams through discussion and modelling Ideas bank of how to use shared with all staff.
To increase pupil physical activity within the school day using Daily Active breaks	<p>To set up daily activity session for each class.</p> <p>Support staff to lead on initiative in staff meeting time.</p> <p>Staff member to monitor Daily active breaks</p> <p>To create a bank of activities for KS1 and KS2 that can be accessed as part of Daily Activity.</p> <p>Develop resource for Outdoor Learning</p>	Funding Spent £200	<ul style="list-style-type: none"> Daily activity sessions are now an established part of most classes timetable. Resources provided have been accessed by all and adaptations made by class teachers and children. 	<ul style="list-style-type: none"> Daily active sessions to continue for all classes and regular monitoring of this to be implemented to ensure equal access for all classes. Use of the Outdoor Spaces for KS1 to be developed and this will be incorporated into daily plans.

To develop Active Breaks and Active Lunchtimes	<p>Increase games equipment that can be accessed at Break/Lunch times.</p> <p>Outside provider to lead games sessions at Lunch Times for targeted year groups</p> <p>To create a traverse wall for use at break and lunchtimes</p>	Funding Spent £3500	<ul style="list-style-type: none"> • Stock for Break/Lunchtime sessions purchased for age group bubbles and monitoring of this showed children were accessing and children were active in these sessions for all age groups. • Traverse wall purchased and will be installed for start of academic year 2021/22 • Provision for lunchtime games by outside provider was unable to take place due to national restrictions 	<ul style="list-style-type: none"> • Termly audit of equipment to be planned in and replacements purchased as needed. • Understanding of the importance of physical activity / play to be shared with support staff and Lunchtime Supervisors. • Activity Champions to be allocated within each team to model/support colleagues.
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Key indicator 2: The profile of PESSPA being raised across the school as a tool for whole school improvement

Percentage of total allocation:

10%

Intent	Implementation		Impact	
To provide opportunities for children to develop positive sporting attitudes and engage with team work.	<p>To include competition element within lesson planning.</p> <p>To celebrate competition and successes through school competition board.</p>	Funding Spent £1500	<ul style="list-style-type: none"> • KS2 unit plans culminated in competition appropriate to age of children. • All children accessed this and positive sporting attitude team spirit was evidenced. • Sports board was regularly updated with photographs showing engagement in different sporting activities for all age groups. 	<ul style="list-style-type: none"> • This model to continue into next academic year.

To use sporting role models within the school.	Set up Sports Ambassadors to support with inter school competitions, lunchtime provision for KS1	Funding Spent £1250	<ul style="list-style-type: none"> Sporting ambassadors led competitions for each year group in the Summer term. Delivery by other children (role models) increased participation and engagement. 	<ul style="list-style-type: none"> Sports Ambassadors to continue role into Autumn 2022 and then be involved with the training for 'new' ambassadors for Spring/Summer 2022.
Key indicator 3: Increased confidence, knowledge and skills of all staff in teaching PE and sport				Percentage of total allocation: 24%
Intent	Implementation	Impact		•
To improve PE teaching and learning through a structured programme of CPD EYFS to Year6.	<p>External provider to CPD sessions on Dance in KS1 and KS2 to develop the skills of class teachers</p> <p>To access planning documents from external provider.</p> <p>To use internal experienced teacher to provide CPD for all teaching staff through the development of effective lesson planning and as a coach/mentor within practical sessions.</p>	Funding Spent £6000	<ul style="list-style-type: none"> Class teachers have developed an understanding of the key skills appropriate for the age group they teach with an increased understanding of skills developed before and how to build on these Monitoring has shown that staff can link skills learnt in different 'sports' to develop the children's learning. Detailed planning provided for each year group and/or resources purchased. Staff to have a clear skills based learning journey which increased confidence and staff are now able to adapt/develop planning to meet the needs of all pupils. 	<ul style="list-style-type: none"> Support provided by experienced teacher to continue targeting areas of PE identified through staff audit. EYFS class teachers to receive CPD Dance CPD to take place in Academic Year 2021/22 due to restrictions in place for 2020/21. Detailed planning documents to be created for different areas of the PE curriculum to support staff with the delivery.

	<p>CPD provided by YST</p> <p>liaise with SGO to develop PE and sport within school and develop competition pathways</p> <p>Meetings between PE curriculum lead and PE support staff</p>	<p>Funding Spent</p> <p>£600</p>	<ul style="list-style-type: none"> Regular meetings between PE lead and PE support staff has enabled support to be targeted appropriately. Access to online webinars/courses have kept PE staff up-to-date with current issues and plans adapted accordingly. 	<ul style="list-style-type: none"> Half termly meetings to be established throughout the year for all staff with responsibility for PE and Sport.
<p>Key indicator 4: Broader experience of a range of sports and activities offered to all pupils</p>				<p>Percentage of total allocation:</p> <p>11.5%</p>
Intent	Implementation		Impact	
To introduce Tri Golf into the KS2 P.E. curriculum.	<p>Purchase equipment for whole class teaching.</p> <p>Provide CPD for class teachers</p>	<p>Funding Spent</p> <p>£500</p>	<ul style="list-style-type: none"> Staff have resources and planning to enable Tri Golf to be taught in Y56 curriculum. High engagement of all pupils and monitoring evidenced in particular increased engagement of girls. 	<ul style="list-style-type: none"> Tri golf to be part of the KS2 PE curriculum within the two year cycle.
To provide a range of extra-curricular clubs	<p>To contribute to the cost of external providers</p> <p>To fund extra hours for support staff to run after school clubs</p>	<p>Funding Spent</p> <p>£2500</p>	<ul style="list-style-type: none"> Extra hours provision was available throughout the academic year (apart from period of National School Closure). This gave children opportunities to be involved with further physical activity. 	<ul style="list-style-type: none"> The established arrangement to continue and further providers to be sought to offer a wider range. Engagement of support staff with extra hours provision to be developed.

To provide inclusive sports activities for identified children	Training to be provided for support staff Timetabled sessions for identified groups	Funding Spent £120	<ul style="list-style-type: none"> Targeted children engaged in PE sessions alongside whole class teaching. Relevant support staff provided with training/support so that they were able to deliver sessions independently. 	<ul style="list-style-type: none"> Provision to be widened across the school. Taster sessions to be set up for support staff (Boccia, Polybat, New Age Kurling, Balance Coordination)
Key indicator 5: Increased participation in competitive sport				Percentage of total allocation: 9%
Intent	Implementation	Impact		<ul style="list-style-type: none">

<p>To fund involvement in local interschool competitions.</p>	<p>Compete in inter school competitions organised by LPAP Sports Partnership, Team Charnwood (School Games) and Leicester and Rutland Inclusive Sports.</p> <p>Provide 'release-time' for staff to engage in leading sporting projects and teams.</p> <p>To fund transport costs to enable children to participate in competitions Affiliation Fees</p>	<p>Funding Spent £2500</p>	<ul style="list-style-type: none"> • The school engaged with a number of competitions throughout the academic year:- • Virtual Competitions: Football Dribble Basketball Shooting Hockey Slalom Sports Hall Athletics (Level 2) • Face to Face Competitions: KS2 Sports Hall Athletics Boys Football – 1st place Girls Football – 2nd place Netball Festival Cross- Country KS1 Fundamentals Skills Y56 Athletics – overall Track and Field Winners 	<ul style="list-style-type: none"> • Interschool competitions will continue through the North Charnwood partnership, LPAP and other opportunities. • Further funding to be used to enable disadvantaged children to access competitions by supporting with travel costs.
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Signed off by	
Head Teacher:	Michael Hoare
Date:	18.10.21
Subject Leader:	Iona Mock
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