

Evidencing the Impact of the Primary PE and Sport Premium

Website Reporting Tool
Revised November 2019

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](#) (Ofsted 2019 p64) 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 criteria](#) (p41) inspectors consider the extent to which schools can articulate their curriculum (INTENT), construct their curriculum (IMPLEMENTATION) and demonstrate the outcomes which result (IMPACT).

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

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 as well as on the impact it has on pupils’ PE and sport participation and attainment by the end of the summer term or by **31st July 2020** at the latest.

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 2020. To see an example of how to complete the table please click [HERE](#).

Support for review and reflection - considering the 5 key indicators from DfE, what development needs are a priority for your setting and your now and why? Use the space below to reflect on previous spend and key achievements and areas for development.

| Key achievements to date until July 2021: | Areas for further improvement and baseline evidence of need: |
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| <ul style="list-style-type: none"> 50% of year 6 leaving the academy being able to swim over a distance of 25m Participation in Sports Day activity was high with children engaging and enjoying the day Engagement in competitive sports, such a football, basketball and netball is higher and children are learning winning and losing skills. | <ul style="list-style-type: none"> Children to experience of range of different PE activities Assessment of PE skills need improving Staff CPD for teaching specific skills, especially in gymnastics, yoga and dance PE across the curriculum and academy |

| Meeting national curriculum requirements for swimming and water safety. | 2019-2020 | 2020-2021 |
|---|-----------|-----------|
| 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. | 40% | 50% |
| What percentage of your current Year 6 cohort use a range of strokes effectively [for example, front crawl, backstroke and breaststroke]? | 80% | 90% |

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| What percentage of your current Year 6 cohort perform safe self-rescue in different water-based situations? | 0% | 0% |
| 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 | YES |

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: 2021/2022 | Total fund allocated: £19,720 £21,860 actual 100% fund forecast | Date Updated: 10.01.2022 31.07.2022 | | |
|---|---|--|--|--|
| Key indicator 1: The engagement of <u>all</u> pupils in regular physical activity – Chief Medical Officer guidelines recommend that primary school pupils undertake at least 30 minutes of physical activity a day in school | | | | Percentage of total allocation: |
| | | | | 40 % forecast 46 % actual |
| 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: |

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| <p>To provide the children with swimming lessons on a weekly basis, throughout KS2. (Year 4, 5 and 6) Y6 only as this is top up for not meeting the standard)</p> <p><i>The premium can be used to fund the professional development and training that are available to schools to train staff to support high quality swimming and water safety lessons for their pupils. The premium may also be used to provide additional top-up swimming lessons to pupils who have not been able to meet the national curriculum requirements for swimming and water safety after the delivery of core swimming and water safety lessons.</i></p> <p>https://www.gov.uk/guidance/pe-and-sport-premium-for-primary-schools</p> | <p>Swimming will take place once a week for all pupils allowing children to learn to swim and to develop those who swim with confidence. Each class will complete a term of swimming lessons.</p> <p>We will provide additional swimming targets to pupils not able to meet the swimming requirements of the national curriculum. This will happen for Y6 pupils in Summer term.</p> <p>By offering swimming for all pupils across all year groups we can build on their improvement and confidence year on year. By the end of Y6 pupils well above the national expectation of 25m, and those that do not can be provided with the additional top-up lessons.</p> | <p>£7850 forecast</p> <p>Actual cost: £9706</p> | <p>It was identified that Year 6 would benefit from additional swimming lessons and so a further term of lessons was provided for this cohort. This has seen a year on year increase of 10% of children meeting standard.</p> <p>This has been a useful synergy with our greater focus on individual regulation strategies , as exercise is a useful tool to enable social engagement systems to flourish. This is supported by noting the reduction in incidents of poor regulation.</p> | <p>The provision of whole school swimming will be continued in the next academic year as will the increased sessions for Year 6 so that we enable them to have increased numbers meeting standard and exceeding it.</p> |
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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: 14% forecast Actual 13.4% |
|---|---|--|--|--|
| 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 purchase new Scooters to support greater regulation and increase general activity. | Scooters will be purchased so that pupils who benefit from physical activity in regulating themselves will be able to use them on the laid track on the playground. They will be further used in general PE lessons | Forcast:£2,500 actual £2,400 | Scooters have been purchased and will start to be used once the new academic year begins. There has been a delay in ordering these items as we had been unable to secure a previous delivery on equipment. | Maintenance for the scooters will be explored to ensure longevity. |

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| <p>To purchase a sports programme for teachers to use to teach PE. This will include lesson progression to ensure skills are taught in PE and assessment criteria to ensure students make progress.</p> | <p>Staff will use GetSet4PE to teach their weekly PE lessons. Staff will be able to use the activities set to ensure they are teaching age appropriate skills to children and will be able to assess these.</p> | <p>Forecast: £440 actual £440</p> | <p>This has enabled staff to better engage in PE lessons and along with the guided support (See Key Indicator 3) has improved ability to deliver them. There has been an evidenced improvement of pupils regulating in PE lessons and other lessons that follow them.</p> | <p>Look to take forward the GetSet4PE for next year.</p> |
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| <p>Key indicator 3: Increased confidence, knowledge and skills of all staff in teaching PE and sport</p> | | | | <p>Percentage of total allocation: 41.6% forecast 41.6% actual</p> |
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| Intent | Implementation | | Impact | |
| <p>Your school focus should be clear what you want the pupils to know and be able to do and about</p> | <p>Make sure your actions to achieve are linked to your intentions:</p> | <p>Funding allocated:</p> | <p>Evidence of impact: what do pupils now know and what can they now do? What has</p> | <p>Sustainability and suggested next steps:</p> |

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| what they need to learn and to consolidate through practice: | | | changed? | |
| Sports Coaches to provide support and guidance to staff on the delivery of PE. Staff to observe strategies used to teach people and to use a team teach strategy to improve the teaching of PE. | Sports Coaches to plan and deliver PE and teachers to observe and ask questions. Teachers to lead small activities and have open conversations with the sports coaches about the elements of the lesson and next steps. | Forcast £8,084 Actual £8,084 | There has been a year long approach to training and this has been of real benefit to improving the regulation of pupils ,and though it is more difficult to make valid assertions of the long term impact there has been notable positive changes to our recording data. The 1-1 support for specific pupils with motor and coordination problems has been a real benefit to those pupils. | This will be maintained for next year and will work even further with the provider to amend the program to better suit the needs of our pupils. They have been very open to this and very flexible which has been a real positive. Next year there will be residential trips arranged that focus on both widening the pupils exposure to different sports but also to create a focus. It is also so that staff can build on their skills and increased confidence. |
| Key indicator 4: Broader experience of a range of sports and activities offered to all pupils | | | | Percentage of total allocation: % forecast 0% actual |
| Intent | Implementation | Impact | | |

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| <p>Your school focus should be clear</p> <p>what you want the pupils to know</p> <p>and be able to do and about</p> <p>what they need to learn and to consolidate through practice:</p> | <p>Make sure your actions to achieve are linked to your intentions:</p> <p>They will raise the profile of PE across the school and work towards a whole school improvement in PE.</p> | <p>Funding allocated: £</p> | <p>Evidence of impact: what do pupils now know and what can they now do? What has changed?</p> | <p>Sustainability and suggested next steps:</p> |
| <p>Children to have access to exercise during their free time and de-escalation periods.</p> <p>Outdoor gym to provide the children with a safe space to exercise and feel the benefits of exercise on their body.</p> | <p>Outside equipment to help raise the awareness of PE and allow all children to access exercise during their own time.</p> <p>Children can feel the benefits of exercise and the effect this has on their bodies.</p> | | <p>Much to our disappointment there has been an issue in sourcing and siting this and so an alternative has been developed.</p> | <p>Look to adapt the planning around the Quad redevelopment to incorporate outside exercise equipment.</p> |

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| Additional achievements: | | | | |
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| Key indicator 5: Increased participation in competitive sport | | | | Percentage of total allocation: |
|---|---|------------------------------|--|--|
| Intent | Implementation | | Impact | 0.5% Forecast 0.5% actual |
| 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: |
| Sports Day, with a range of athletic races for children to participate in. | Olympic (style) medals to be brought. Promotion of the Sports Day throughout school and sports day event. Children to learn to be sportsmen and women. Encourage others, be part of a team and accept winning and losing. | £100 forecast £100 actual | Our pupils learnt a great lesson this year that they are important in the lives of the people that care for them, which is why having 90% of parents attending the Sports day was inspiring for the pupils and the staff! The awarding of medals was NOT a cause of frustration but genuine celebration amongst their peers . The joy in the success of others cannot (yet) be quantified but the impact on already positive staff was palpable. | We will do this again and have an exemplar to reflect back on. We will seek to embed that positive appreciation of others success so that competition is not divisive. |

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| Signed off by | |
| Principal: | Elyse Phillips |

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| Date | 10.01.2022 31.07.2022 |
| Subject Leader: | Jade Greenwood |
| Date: | 10.1.2022 |
| Governor: | David Grice |
| Date | 10.01.2022 |