

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](#).



Details with regard to funding

Please complete the table below.

Total amount carried over from 2019/20	£
Total amount allocated for 2020/21	£17860
How much (if any) do you intend to carry over from this total fund into 2021/22?	£6978
Total amount allocated for 2021/22	£18060
Total amount of funding for 2021/22. To be spent and reported on by 31st July 2022.	£

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>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</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>	90%
<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>	90%
<p>What percentage of your current Year 6 cohort perform safe self-rescue in different water-based situations?</p>	Not covered
<p>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?</p>	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: 2021/22		Total fund allocated: £18060		Date Updated: June 2022	
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:
					%
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?:	
Increase sport participation at break and lunchtimes, in particular post lockdown	Classes to have allocated lunchtime and playtime toys/games so that children are continuing to be active over the sessions they are outside.		£415	Children have been more engaged with physical activity during break and lunch times. They can be seen using the equipment.	
To increase activity and sporting values across the curriculum	To purchase active maths and literacy planning/programme (teach active) to sustain active lessons.		£1,170	Active maths and English sessions run on children's return to school. This has had a positive impact on pupils, boosting confidence, self-esteem as well as increasing knowledge.	
Key indicator 2: The profile of PESSPA being raised across the school as a tool for whole school improvement					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:
Healthy eating workshops run for all children from year 1-6.	Educate children on the importance of eating a healthy and balanced diet. Also looking at all the other aspects surrounding a healthy lifestyle (being active, drinking water, sleeping, socialising and minimising screen time).	Free	All children engaged with the workshops where they discussed and experienced practical ways of staying healthy. Healthy eating week and eat them to defeat them embraced across the school. Assembly on healthy eating and eating well for the planet.	Run workshops again next year.
The profile of PESSPA to be raised across the school with a focus on healthy lifestyles.	PE coordinator to have an hour a week to liaise with PE mentor or to lead subject to drive forward PESSPE and healthy lifestyles initiatives.	£1300	Healthy eating week and month in line with national campaigns timetabled and delivered A range of sports days run in the Summer term. Healthy Eating policy launched.	Continue to raise activities and support at playtimes and reinstate Level 1, 2 and 3 competitions. Embed Healthy Eating Policy. Increase the number of clubs offered in line with pupil voice.

Key indicator 3: Increased confidence, knowledge and skills of all staff in teaching PE and 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>To increase staff's confidence, knowledge and skills in PE teaching</p>	<p>School have received a PE mentor from NOSSP. CP worked with newer/less confident members of staff working on planning, team teaching and modelling high-quality PE lessons.</p> <p>CP has worked alongside the PE coordinator to look at; training lunchtime supervisors, working with children around being active and playing cooperatively and healthy eating policies. Mentor will support PE coordinator with completing Sports Premium evidence and spending. Mentor offering support with PE coordinator role and responsibilities.</p>	<p>Free</p> <p>£10,790</p>	<p>All teachers benefitted from working alongside the PE mentor during the academic year.</p> <p>He also worked with and alongside lunchtime supervisors and SLT.</p>	<p>-Regular check-ins with mentor -Reintroduction of the mentor in future years for newer members of staff - PE mentor employed for a further year to ensure continuity and progression</p>
<p>Renewal of complete PE SOW</p>	<p>Use complete PE SOW to ensure consistency of taught activities for all year groups. Lessons will help ensure high quality lessons prepared for all classes.</p>	<p>£130</p>	<p>Staff have fed back to the PE coordinator that they enjoy using the SOW. They have commented that it has made teaching more enjoyable. Staff also using the assessment element of the scheme to track progress.</p>	<p>Purchase Complete PE SOW for next academic year. Look again at curriculum map linked to scheme to check good coverage and correct progression of skills.</p>

Key indicator 4: Broader experience of a range of sports and activities offered to all pupils				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:
Additional achievements: Children increasing levels of fitness and stamina through a range of activities and games.	Cherwell Youth Activators working with children across the school.	£50	Children and staff have a range of games and activities to do at lunch and during active breaks. Fitness levels of children are increased.	Look to use this programme again but with a different focus group and a new range of activities. Access the mental health element of the activators offer.
Investment in PE equipment for lessons.	Purchase specific PE equipment (Vortex Howlers) to increase quality of PE lessons and preparation of pupils for competitions.	£277.35	Children will have quality equipment to enhance their learning potential.	Maintain and manage vortex howlers to sustain use.

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:
To continue to be part of the NOSSP network of schools. To give all children the opportunity to compete during the academic year – This year has been virtual.	All children to attend a NOSSP Level 2 competition.	£2000	All children have been given the opportunity to participate in a NOSSP run level 2 competition.	Continue affiliation with NOSSP and attend future level 2 competitions.
Transport costs for competitions and festivals.	Provide transport to allow children to participate in competitive environments.	£??????	Transport provided to allow attendance at competitions and festivals.	Meet future transport needs to attend competitions and festivals.
Run Level 1 (in school/class) competitions at the end of each PE topic Class teacher to set up and run competition once a term (6 during the academic year)	Class teachers to set up and run competitions and/or showcases so children can celebrate their achievements and showcase their talents	Free	Some class teachers have run level 1 competitions (when in school) ensuring children have a taste of competition.	Next year all classes will run level 1 competitions with PE coordinator checking these are completed at the end of each topic. Ongoing and through sports Council.

Signed off by	
Head Teacher:	
Date:	
Subject Leader:	
Date:	

Governor:	
Date:	