

# Primary PE & Sports Premium



2021 - 2022

# 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](#).



Support for review and reflection - considering the 5 key indicators from DfE, what development needs are a priority for your setting and your pupils 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:
<ul style="list-style-type: none"> <li>• CPD for all teachers on a regular programme</li> <li>• Increased active club opportunities</li> <li>• Targeted clubs to encourage reluctant groups</li> <li>• Increase girls participation especially in football</li> <li>• Increased success in competitive sports. Unbeaten last season (until lockdown) in football and netball (girls and boys)</li> <li>• Won our first football league</li> <li>• Increased play opportunities in playground – table tennis / tennis / badminton</li> <li>• Improved kits so children feel pride when representing the school and there are no barriers to taking part</li> </ul>	<ul style="list-style-type: none"> <li>• Continue to develop teacher development</li> <li>• Continue to develop pupil role in active playtimes</li> <li>• Improve provision for core strength in EYFS</li> <li>• Improve play opportunities on KS1 playground</li> <li>• Continue to improve and replace resources for high quality PE sessions</li> </ul>

## Details with regard to funding

Please complete the table below.

Total amount carried over from 2019/20	£0
Total amount allocated for 2020/21	£16,800
How much (if any) do you intend to carry over from this total fund into 2021/22?	£0
Total amount allocated for 2021/22	£16,800
Total amount of funding for 2021/22. To be spent and reported on by 31st July 2022.	£16,800

## 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**

**This data is based on the last cohort who had swimming lessons – due to COVID lessons were suspended last year.**

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 2021.

**This data is based on the last cohort who had swimming lessons – due to COVID lessons were suspended last year.**

87%

What percentage of your current Year 6 cohort use a range of strokes effectively [for example, front crawl, backstroke and breaststroke]?

**This data is based on the last cohort who had swimming lessons – due to COVID lessons were suspended last year.**

80%

**What percentage of your current Year 6 cohort perform safe self-rescue in different water-based situations?**

67%

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: 2021/2022		Total fund allocated: 16,800		Date Updated: September 2021	
<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: <b>41%</b>
<b>Intent</b>		<b>Implementation</b>		<b>Impact</b>	
<i>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:</i>		<i>Make sure your actions to achieve are linked to your intentions:</i>		<i>Funding allocated:</i>	
<b>Targeted support for reception children focusing on core strength which will help with focus in class during lessons</b>		<ol style="list-style-type: none"> <li>1. Target children with poor core strength to work in small groups with sports coach</li> <li>2. Differentiate activities to support all children over the year</li> <li>3. Allocate a staff member who can be trained in supporting core strength in independent play</li> </ol>		£800.00	
<b>Replace and improve resources on the playground so children can sustain more physical activity during break times</b>		<ol style="list-style-type: none"> <li>1. Audit equipment on playground and field</li> <li>2. Work with play leaders to identify games and equipment needed</li> <li>3. Purchase equipment</li> </ol>		£500.00	
<b>To replace worn resources so children have the equipment necessary to be active throughout lesson</b>		<ol style="list-style-type: none"> <li>1. Audit PE/Sports equipment</li> <li>2. Work with sports coach and teachers to identify equipment needed</li> <li>3. Purchase equipment</li> </ol>		£500	
				<i>Evidence of impact: what do pupils now know and what can they now do? What has changed?</i>	
				<i>Sustainability and suggested next steps:</i>	
				Children show improved core strength through balance and coordination Children able to sit in a more focused way in whole class and small group teaching	
				Over time, staff in EYFS trained in supporting the development of core strength so the work is sustainable.	
				Children are engaged in physical activity on the playground, from individual challenges to small group scenarios Equipment is in place to facilitate this	
				Children have the equipment needed to be physically active and practising skills rather than sharing resources	
				Continue to build on more substantial equipment to support physical activity on the playground	
				Continue to build on equipment looking at developing differentiated tools to support children's skill level	

<b>Continuation of MSA provision to support and facilitate constructive play opportunities. All children to have activities that they are able to initiate. To improve play times for children.</b>	<ol style="list-style-type: none"> <li>1. Ensure number of MSAs in post can allow for engagement with children</li> <li>2. 2. Identify opportunities to develop – including exercise structures and problem solving physical activities.</li> </ol>	£2,981	<p>Are children safe and active during playtimes? Have we maintained and improved our outdoor built environment?</p>	
<b>To install outside audio system which will allow music to be played onto the playground Children will be able to dance and skip to music</b>	<ol style="list-style-type: none"> <li>1. Contact companies to quote</li> <li>2. Install equipment</li> <li>3. Involve children in developing dances to teach to the children</li> </ol>	£2,500	<p>Audio system installed Prefect leading dance sessions and skip 2B fit sessions at break times</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:
				<b>8%</b>
<b>Intent</b>	<b>Implementation</b>	<b>Impact</b>		
<i>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:</i>	<i>Make sure your actions to achieve are linked to your intentions:</i>	<i>Funding allocated:</i>	<i>Evidence of impact: what do pupils now know and what can they now do? What has changed?</i>	<i>Sustainability and suggested next steps:</i>
<b>Development of the pupil play leader role. Children to take on training so that they are able to lead play and support others to be active. Monthly Active Playground Challenge introduced for all children.</b>	<ol style="list-style-type: none"> <li>1. Identify challenges that could be managed on the playground.</li> <li>2. Make a plan for each of the challenges.</li> <li>3. Organise prefects to lead activities. (dances and Skip 2B fit)</li> <li>4. 4. Run challenges.</li> </ol>	£250	<p>Record of challenges undertaken. Do we see all children participating in the challenges? (Get feedback from children.) Development of new challenge ideas.</p>	Once resources are in place play leaders can train the next group at the end of the year, making this sustainable.
<b>Create school to home fit bags. These will provide activities that children in the lower school will use with their parents at home then report back to classmates so they can try the activities as well. KS1 children to engage in activities at home to share at school.</b>	<p>Create sports activity cards. Provide of quality, inspiring resources. Each KS1 class to have an active bag.</p>	£1,000	<p>How many children have participated? How many new activities have been introduced into our playgrounds?</p>	A small budget will be needed to replace broken or missing resources and develop new bags

<p><b>Celebrate the success in swimming and have accurate records of attainment in Y3/4. Swimming achievement of KS2 children recorded accurately.</b></p>	<ol style="list-style-type: none"> <li>1. Audit swimming achievement in Y6 (current cohort).</li> <li>2. Identify numbers of children who may require top up</li> <li>3. Investigate how we could provide top up swimming</li> <li>4. Ensure records of achievement are completed for Y3 and Y4</li> </ol>	<p>£250</p>	<p>Swimming data shows high rate of swimming competence.</p>	<p>May need to look at delivering TOP UP swimming to increase percentage of children achieving in all areas.</p>
<p><b>Key indicator 3: Increased confidence, knowledge and skills of all staff in teaching PE and sport</b></p>				<p>Percentage of total allocation: <b>34%</b></p>
<p><b>Intent</b></p>	<p><b>Implementation</b></p>		<p><b>Impact</b></p>	
<p>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:</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 changed?</p>	<p>Sustainability and suggested next steps:</p>
<p><b>Identify training for teachers in areas of PE which they have identified. All children to have high quality lessons delivered in consistent format.</b></p>	<ol style="list-style-type: none"> <li>1. Liaise with Challenge sports to provide coaches to work alongside teachers in developing PE skills</li> <li>2. 4 teachers per term</li> </ol>	<p>£6,000</p>	<p>Record of training and development – including cascade training to share vision.</p>	<p>Continue to deliver CPD to teachers in al 6 areas of PE</p>
<p><b>Key indicator 4: Broader experience of a range of sports and activities offered to all pupils</b></p>				<p>Percentage of total allocation: <b>12%</b></p>
<p><b>Intent</b></p>	<p><b>Implementation</b></p>		<p><b>Impact</b></p>	
<p>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:</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 changed?</p>	<p>Sustainability and suggested next steps:</p>
<p>Continued provision of current clubs. Investigate opportunities to provide extension e.g. to KS1, or wider range of activities offered e.g. fencing club. <b>All children to want to participate in club activities.</b></p>	<ol style="list-style-type: none"> <li>1. Audit club provision.</li> <li>2. Carry out pupil survey on activities.</li> <li>3. Identify times for possible new activities.</li> <li>4. Find provider/coaches.</li> </ol>	<p>£2000</p>	<p>Club audit and participation analysis. Are more children accessing more activities?</p>	



<b>Key indicator 5: Increased participation in competitive sport</b>				Percentage of total allocation:
				<b>6%</b>
<b>Intent</b>	<b>Implementation</b>		<b>Impact</b>	
<i>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:</i>	<i>Make sure your actions to achieve are linked to your intentions:</i>		<i>Funding allocated:</i>	<i>Evidence of impact: what do pupils now know and what can they now do? What has changed?:</i>
Implement intra school competitions e.g. table tennis. <b>Every class to participate in competition.</b>	<ol style="list-style-type: none"> <li>1. Create plan for competition within school</li> <li>2. Liaise with Challenge Sport.</li> <li>3. Purchase rewards.</li> <li>4. 4. Provide time and support for competition games to take place.</li> </ol>		£1,000	<p>Have all children participated in an activity? Which ones were most successful? How can this be improved next year?</p>
				<i>Sustainability and suggested next steps:</i>

Signed off by	
Head Teacher:	<b>Tracey Webster</b>
Date:	<b>September 2021</b>
Subject Leader:	<b>Chris Ward</b>
Date:	<b>September 2021</b>
Governor:	
Date:	<b>September 2021</b>