

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](#).

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Details with regard to funding

Please complete the table below.

Total amount carried over from 2019/20	£9,500
Total amount allocated for 2020/21	£19,600
How much (if any) do you intend to carry over from this total fund into 2021/22?	£20,400
Total amount allocated for 2021/22	£19,600
Total amount of funding for 2021/22. To be spent and reported on by 31st July 2022.	£40,000

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 2021. Please see note above	85%
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	85%
What percentage of your current Year 6 cohort perform safe self-rescue in different water-based situations?	85%
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: 2021-22		Total fund allocated:£40,000 80% allocated and spent with a 20% carry forward of £8000		Date Updated: July 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:	
				39%	
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?:
To increase activity during KS2 break and lunchtimes		Introduce new equipment for climbing and strengthening activities		£15,500	Fewer behaviour incidents during breaks Fewer first aid issues Used by children who are normally less active (not interested in team sports)
Key indicator 2: The profile of PESSPA being raised across the school as a tool for whole school improvement				Percentage of total allocation:	
				1%	
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?:

Active learning in EYFS	Increase range of equipment for use by EYFS children	£70	Increased outdoor learning by youngest pupils	Introduction to the fundamentals of movement in EYFS helps to promote activity throughout the school
Provide leadership opportunities for pupils	Training and resources for Young leaders	£200	Activities for younger children in lunchtimes and sports days run by Young leaders. Also responsibility for PE equipment and first aid equipment being put away.	Young leaders to continue to take on leadership role and have more involvement in planning and monitoring PE and activity levels across the school

Key indicator 3: Increased confidence, knowledge and skills of all staff in teaching PE and sport				Percentage of total allocation:
				19%
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:
Increase knowledge, confidence and understanding of staff through high quality CPD	Use of coaches teaching alongside teachers to show planning, skills, equipment set up etc – cricket, tennis, rugby, gym	£6,800	Teachers more confident and lesson planning improved. Children's skill level improved	Continue to use proven coaches with rest of staff
Increase confidence in teaching gym	Agility tables recommended in training course	£920	Equipment already in use in lessons	Revisit training in Autumn term so teachers are confident for the new academic year
Key indicator 4: Broader experience of a range of sports and activities offered to all pupils				Percentage of total allocation:
				5%
Intent	Implementation		Impact	
Your school focus should be clear what you want the pupils to know	Make sure your actions to achieve are linked to your	Funding allocated:	Evidence of impact: what do pupils now know and what	Sustainability and suggested next steps:

and be able to do and about what they need to learn and to consolidate through practice:	intentions:		can they now do? What has changed?:	
Improve balance and coordination in younger pupils	Balance bike sessions with EYFS	£500	Increase in children coming to school by bike	Purchase planning for teachers/TAs to teach this unit themselves in the future
Make breaktimes more active	Table tennis table for breaktime and lunchtime use	£810	Table in regular use at break and lunchtimes	Purchase weatherproof equipment to be left by the tables.
Introduce a new skill which can be used within the classroom to improve hand eye coordination and left right brain training	Speedstacking	£800	Use in the classroom during wet or hot weather	Training for staff

Key indicator 5: Increased participation in competitive sport				Percentage of total allocation:
				16%
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:
Facilitate intra and interschool sport for children from Y1 to Y6	Netherhall competition package	£5,850	Children beginning to take part in competitive sports again.	Buy into the reduced competition package again next year
	Transport to competitions	£730		

Signed off by	
Head Teacher:	 Rae Snape
Date:	18.7.22
Subject Leader:	 Mary Williams
Date:	17.7.22
Governor:	 Matt Hodgson
Date:	19.07.2022