

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](#).



Created by:



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Details with regard to funding

Please complete the table below.

| | |
|---|-------------|
| Total amount carried over from 2019/20 | £0 |
| Total amount allocated for 2020/21 | £ |
| How much (if any) do you intend to carry over from this total fund into 2021/22? | £0 |
| Total amount allocated for 2021/22 | £20, 759.44 |
| Total amount of funding for 2021/22. To be spent and reported on by 31st July 2022. | £18, 130 |

Swimming Data

Please report on your Swimming Data below.

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| <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 2022.</p> <p>Please see note above</p> | 93% |
| <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> | 93% |
| <p>What percentage of your current Year 6 cohort perform safe self-rescue in different water-based situations?</p> | 100% |
| <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> | Yes/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: | | |
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| 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: | |
| | | | 43% | |
| 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: |
| <ul style="list-style-type: none"> - To improve the number of children who can swim 25m confidently and proficiently over at distance of at least 25m by the time they leave primary school. | <ul style="list-style-type: none"> -Liaise with a local school for private hire of their pool. - Employ an external swimming coach to lead swimming lessons. - Purchase equipment and resources to support lessons. - Employ a supply teacher to cover PE co-ordinator who will also lead swimming lessons. -Identify children who need extra support to reach the identified target and provide intervention in the summer term (extra sessions). | <ul style="list-style-type: none"> £1350 External swimming teacher £2854.17 Swimming pool hire. £499.50 Swimming equipment £4185.00 Supply teacher to cover PE Co-ordinator | <ul style="list-style-type: none"> -Last academic year only 75% of pupils could confidently swim 25m confidently and proficiently over at distance of at least 25m by the time they left primary school, this has increased to 93% this academic year. This is due to several factors including: <ul style="list-style-type: none"> - children are swimming in smaller groups with longer lessons with expert coaches. -An identified target group of children in each year group were taught in a one-to- two session each week in their weekly lesson. - An extra term of one-to-three interventions were provided for a target group of children to further accelerate their progress and confidence in the summer term. -100% of children enjoyed the new equipment purchased this | <ul style="list-style-type: none"> - Use assessment data to continue to identify target groups of children in every year group. -Ensure these identified children are taught in smaller groups in their lessons. -Provide additional intervention groups for target groups of children each term. |

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| <p>To ensure playtimes are active and engaging for all KS1 children.</p> | <ul style="list-style-type: none"> -Survey all KS1 children about their likes/dislikes about playtimes and their suggestions for improvement. -Interview all KS1 teachers about their likes/dislikes about playtimes and their suggestions for improvement. -Purchase new equipment based on the needs identified by staff and children. - Build a storage area for new equipment. -Create a 'Quiet Zone' for children to relax. | <p>£525.77</p> | <p>year and said it helped to improve their lessons.</p> <ul style="list-style-type: none"> -Surveys of staff and children highlighted the want for a larger variety of equipment for playtimes. -In addition, the staff survey highlighted the need for separate storage area for playtime equipment that is easily accessible at every breaktime and has now been built. -100% of KS1 children liked the new play equipment purchased and 100% staff said playtimes were more active. -The quiet zone was built and children regularly visit this area to relax which is vital for taking care of their mental health. | <ul style="list-style-type: none"> -Interview KS1 children and staff at the start of each academic year to find out what new equipment to purchase to ensure playtimes remain interesting and active for all children. -Look at updating the KS1 adventure play area with new equipment. -Look at updating the Reception play area with new equipment. - To ensure the KS1 new storage area and quiet zone is cared for and maintained. |
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| <p>Key indicator 2: The profile of PESSPA being raised across the school as a tool for whole school improvement</p> | <p>Percentage of total allocation: 6%</p> |
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| Intent | Implementation | | Impact | |
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| <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>To ensure children contribute to whole school initiatives for Sport and Wellbeing.</p> | <ul style="list-style-type: none"> -Elect a child from each year group (Y1-Y6) to become a member of the Wellbeing and Sport committees. -Arrange half-termly meetings where children can share ideas for whole school projects. -Sport committee ran active events for our Valentines. | | <ul style="list-style-type: none"> -100% of children involved in the committees said they enjoyed the experience and felt like they contributed to whole school projects. -All children involved in the activities planned by the | <ul style="list-style-type: none"> -To nominate new Wellbeing and Sport committee members next year to allow new children to be involved. -Encourage more whole school projects organised by these committees. |

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| <p>To provide children with as many sporting opportunities as possible throughout their school career.</p> | <p>-Wellbeing committee organised a 'love yourself' aspect of Valentines Day.</p> <p>-Use a teacher assistant to help with sport admin required.</p> <p>-To train the current Year Five class in the Sports Leaders Playmaker Award.</p> <p>-The Year Fives to help organise and run the KS1 Sports Day.</p> | <p>£1225 for Sport admin role.</p> <p>£75 for Sport Leaders UK resources</p> | <p>committee members enjoyed the events and liked the idea of having a committee to share the pupil voice.</p> <p>The sport admin, alongside the PE co-ordinator, has helped with the following throughout the academic year:</p> <ul style="list-style-type: none"> -The co-ordination and organisation of the numerous whole class sport festivals every class attended; - co-ordination of external coaches who have helped run lessons and extracurricular clubs; -The timetabling of the numerous sporting competitions throughout the year; - ordering and purchasing new equipment required and -liaising with external companies e.g. hire of the private pool, organising bikeability training by outside providers. <p>-100% of children in Year Five completed the Sport Leader Playmaker Award and learnt important skills of leadership which will be essential for their futures.</p> <p>-All of the children in year five helped to plan, organise and run the KS1 sports Day and received high praise from parents and staff around school for their excellent</p> | <p>- Look into how both committees can also involve the wider community e.g. other schools, members of the Parish, etc.</p> <p>-A sport admin should be used to support the PE co-ordinator next year to ensure the children continue to be exposed to as many sporting opportunities as possible.</p> <p>-These children next year should have more opportunities to use their leadership skills such as organising intraschool events, running active sessions at playtimes and looking for other leadership opportunities both inside and outside of school.</p> <p>-The new year five cohort</p> |
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| | <p>-The PE Co-ordinator to chair PE meetings across the STCAT partnership which encourage schools to foster inter-school relationships, share good practise and provide training that PE co-ordinators have requested.</p> | <p>leadership skills.</p> <p>-New ideas and initiatives were shared across the partnership which helped improve all schools' PE provision.</p> <p>-After a PE co-ordinator survey, training was identified and implemented which developed the PE co-ordinators' confidence in their role.</p> <p>-Moderation of the assessment of PE helped schools to share their approach and ensure that schools' assessments were in line with each other and fair.</p> | <p>should be given the same opportunity to complete the award and help to organise and run the KS1 sports day.</p> <p>-Next year, a new PE tournament will take place across all the school in the STCAT. This will help the children to experience more inter-school competitions as well as continue to build relationships between the schools which help develop and support the provision of PE in all schools in the STCAT.</p> <p>-PE co-ordinators across the STCAT to continue to share ideas and support each other.</p> |
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| Key indicator 3: Increased confidence, knowledge and skills of all staff in teaching PE and sport | | | | Percentage of total allocation: |
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| | | | | 32% |
| 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 develop all teachers' confidence, knowledge and skills in teaching PE. | <p>-Survey all teachers what areas of PE they would like extra training on this year.</p> <p>-Employ external coaches to teach alongside teachers in the different areas they would like to develop their confidence, knowledge and</p> | <p>£5842 external coaches</p> <p>£105 Complete PE renewal</p> | <p>-In a survey at the end of the year, 100% of teachers felt more confident in their delivery of PE and they had learnt new skills.</p> <p>-All children experienced high quality PE lessons throughout the</p> | <p>-Survey staff next year to see which areas they would like to develop further and what sports they felt the children enjoyed.</p> <p>-Organise external specialist coaches to come and support</p> |

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| | <p>skills.</p> <ul style="list-style-type: none"> -Each teacher to work alongside an external coach for at least two half terms across the academic year in different sports they have identified in the staff survey. This should include looking at planning, team teaching and observing. - Try new sports to challenge and inspire more confident teachers of PE and provide children with a broad experience of a range of sports. - When not working with an external coach, teachers will use Complete PE – a comprehensive scheme of work to support their lessons. PE co-ordinator to train and support all teachers in the delivery of this scheme. | | <p>year in a broad range of sports from a number of different specialist coaches including cricket, basketball, hockey, gymnastics, tennis, football and athletics and lessons supported by the Complete PE scheme of work.</p> <p>-External coaches also offered new extra-curricular clubs including new sports not previously offered like Archery and Table Tennis and offered clubs to year groups which had been identified as not being offered as many sport clubs previously e.g. A new afterschool Multisport club for reception, year one and year two.</p> <p>New clubs were popular and children said they enjoyed the new sport clubs.</p> | <p>teachers in PE lessons next year.</p> <ul style="list-style-type: none"> -Research into other sports for curricular lessons and extra-curricular clubs. -Survey children about what new sports they would like to try next year. -Create a bank of lesson plans/resources so inspiring lessons can be used again in the future. |
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Key indicator 4: Broader experience of a range of sports and activities offered to all pupils Percentage of total allocation:
15%

| Intent | Implementation | | Impact | |
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| 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>All children to attend whole class festivals with other local primary schools in broad range of sports.</p> | <ul style="list-style-type: none"> -Renew membership of the Sports Partnership where local secondary schools organise regular events for local primary schools. -Ensure each class attends at least two whole class festivals during the school day. -Organise coaches to attend the festivals and letters to inform parents. | <p>£3200</p> | <ul style="list-style-type: none"> -100% of children from reception to year six attended at least two whole school festivals this year. - Children and staff said they enjoyed the return to these events after the last two years. -As school, we attended over 20 whole class festivals in a broad range of sports including yoga, athletics, boogie bounce, basketball, cricket, football, netball, handball, tennis, tag rugby, capture the flag and ultimate frisbee. -Many children said they tried a sport they had never tried before and enjoyed it. | <ul style="list-style-type: none"> -Renew the Sports Partnership for next year and organise coaches and letters for events. -Attend more events next year to provide children with a broader range of sports and experiences at different local secondary schools. -Look into Sport partnership supporting more festivals/events within our school where each class can try something new. -Look into the possibility of offering curricular lessons/ extra-curricular clubs/external clubs of sports children enjoyed at the festivals to continue their engagement in this new area. |
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| Key indicator 5: Increased participation in competitive sport | | | | Percentage of total allocation: |
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| | | | | 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: |
| Join a local league which offers children an opportunity for competitive sport in broad range of sports. | -Join the Chiltern League which mean the school is involved in a Y5/6 match every week for the entire school year. | | -Each half term the Chiltern League offered a different sport which allowed for many different children to be involved including rounders, girls' football and cricket. -In addition, the format of the competition also meant many children were given the opportunity to compete in several different sports throughout the year. | -To join the Chiltern League next year to ensure the new cohort of Y5/6 children are offered the same opportunities next year. |
| Compete again in local competitive leagues which we attended before the pandemic. | -To take part in the following leagues: Y5/6 Netball league Y5/6 Football league Y5/6 Girls' football league KS2 Cross Country league -In addition, we also competed in swim galas and tag rugby matches. | £44 entry for competitions | -In all leagues, more than one team was entered which meant a large number of children were able to represent the school and compete in an interschool sports competition. -Swim galas and tag rugby matches were a great way to ensure children could still compete in sports which do not currently have a league established in our local areas. | -Continue to enter several teams in the leagues to provide an opportunity for many children to be involved. -Look at organising a Cross Country club to compliment the league. |

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| <p>Take part in School Games events which gives children the possibility to play at a higher level of competition.</p> <p>Purchase new equipment needed to host these matches and support the related extra-curricular clubs.</p> | <p>-Unfortunately, there were not as many School Games events as pre-pandemic but we still attended the boys' and girls' School Games cricket events.</p> <p>-New equipment was purchased for all sports we were involved in competing in this year.</p> | <p>£854.48</p> | <p>-Although there were not as many events as anticipated, both teams still enjoyed competing at this higher level of competition.</p> <p>-New equipment meant 100% of children could take part in the matches confidently and competently.</p> | <p>-Attend more School Games events next year.</p> <p>-Continue to monitor and purchase necessary equipment and clothing needed to facilitate sport competitions.</p> |
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| Signed off by | |
| Head Teacher: | |
| Date: | |
| Subject Leader: | |
| Date: | |
| Governor: | |
| Date: | |