



Evidencing the Impact of the Primary PE and Sport Premium

Website Reporting Tool
Revised November 2019

Commissioned by



Department
for Education

Created by



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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 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: |
|--|---|
| <p>Additional lunchtime clubs have increased the activity levels of children in key targeted groups.</p> <p>1k a day has continued and is raising the profile of regular physical activity.</p> <p>Trust and local authority inter school tournaments have been attended (around Covid restrictions) with increased success.</p> | <p>Further work is needed to develop active playgrounds and clubs to engage a wider range of children with more consistency.</p> <p>Wider support for children's physical and mental health needs.</p> <p>Increased swimming provision to promote the number of children reaching NC expectations.</p> <p>Further attendance and further improved outcomes from trust and LA tournaments and initiatives.</p> |

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| Meeting national curriculum requirements for swimming and water safety. | |
| <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> | Covid |
| <p>What percentage of your current Year 6 cohort use a range of strokes effectively [for example, front crawl, backstroke and breaststroke]?</p> | Covid |
| <p>What percentage of your current Year 6 cohort perform safe self-rescue in different water-based situations?</p> | Covid |
| <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: £18,560 | | Date Updated: Jan 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: 17% |
| 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 improve the quality of playtime and lunchtime provision for all pupils. | Training of Year 5 pupils as playground leaders to support activities at play/lunch times. | | £2,340 | There have been significant improvements here. The new clubs have been well attended and the additional lunchtime activities have been positively received. | These areas require further development and embedding next year. |
| To promote increased activity levels during lunch and breaktime. | Employment of Mr. Day to engage different groups of children at lunch times and to run active initiatives. | | | | |
| To increase the amount of regular physical activity of all pupils. | Additional weekly lunchtime sports / activity club targeting year 5/6. Dance club after school. | | £975.00 | | Attendance at clubs has shown that some small groups are not accessing these as frequently and these need to be developed further in order to improve this. |
| To improve fitness and stamina levels across school. | 1k a day | | | | |
| To ensure all children are involved in physical activity during the school day. | | | | | |

| Key indicator 2: The profile of PESSPA being raised across the school as a tool for whole school improvement | | | | Percentage of total allocation: |
|---|--|--------------------|--|---|
| | | | | 31% |
| 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 the physical and mental health and wellbeing of the least active children or those with additional challenges. | Fire Fit Programme | £1248.00 | This has continued to show some impact. Further CPD for staff is still ongoing due to staffing changes during the year. | Further staff CPD is required to ensure that PE sessions are of high quality across school. |
| More children to become engaged in a wider range of sports. | Additional PE sessions targeting key children. | £2,925.00 | | |
| To raise the profile of inclusive sports. | Tennis and Table tennis coach (spring term) | | | |
| To increase the number of year 6 children swimming 25m | Additional swimming coach. | £1500.00 | | |

| Key indicator 3: Increased confidence, knowledge and skills of all staff in teaching PE and sport | | | | Percentage of total allocation: |
|---|---|--------------------|---|--|
| | | | | 5% |
| 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 provide CPD | OAA – Resources bought to supplement current provision focusing on developing team building skills, resilience and confidence, problem solving skills. Gymnastics CPD. Dance CPD. | £1000 | As above – further development is required | Further input required |
| Key indicator 4: Broader experience of a range of sports and activities offered to all pupils | | | | Percentage of total allocation: |
| | | | | 24% |
| 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 expand the range of sports offered in PE lessons. To introduce a range of inclusive sports. To increase opportunities for after school activities. | Develop links with Ackworth School to develop tennis and modern pentathlon teaching. Purchase resources to develop Boccia and indoor curling | £1,120 | Additional sports through inter school links have continued and been well received. Forest School sessions have been limited due to staff absence. | Further staff training in forest school is needed to ensure that these sessions aren't reliant on individual staff members for their impact. |

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| Continue to develop and enhance forest school provision | SF to lead forest school sessions with all groups across the school on rotation. 0.5 days per week. | £3,276 | | |
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| Key indicator 5: Increased participation in competitive sport | | | | Percentage of total allocation: |
|---|--|--------------------|--|--|
| | | | | 23% |
| 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 increase the number of intra school competitions. | Fund transport to enable school staff to attend competitions and support the children with this. | £1,000 | We have attended all tournaments and have made good progress with the quality of input at these. | Continue to embed. |
| To increase the number of inter school tournaments. | Develop a system of in school clubs and competitions to run throughout the year. SF to lead on this 0.5 days per week. | £3,176 | | |