

# 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](#).



## Details with regard to funding

Please complete the table below.

Total amount carried over from 2019/20	£0
Total amount allocated for 2020/21	£ 18390
How much (if any) do you intend to carry over from this total fund into 2021/22?	£ 4712
Total amount allocated for 2021/22	£ 17920.00
Total amount of funding for 2021/22. To be spent and reported on by 31st July 2022.	£22632.00

## 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><b>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</b></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><b>N.B.</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.</p> <p>Please see note above</p>	81%
<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>	75%
<p><b>What percentage of your current Year 6 cohort perform safe self-rescue in different water-based situations?</b></p>	75%
<p>Schools can choose to use the Primary PE and sport premium to provide additional provision for swimming but this must be for activity <b>over and above</b> the national curriculum requirements. Have you used it in this way?</p>	<input checked="" type="radio"/> 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.

<b>Academic Year: 2021/2022</b>		<b>Total fund allocated: £22,632</b>		<b>Date Updated: 19.07.22</b>	
<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: 25%
<b>Intent</b>		<b>Implementation</b>		<b>Impact</b>	
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?:
Regular opportunities to take part in competitive sport through enhanced SHAPES provision.		PE Lead to organise letters and transport to competitions.		£750.00	Pupils were given the opportunity to attend 13 inter- school competitions with a focus on providing at least one competition per year group. Photographs on social media to highlight children's achievements.
Strong links with local sports clubs		PE Lead to contact local sports clubs to arrange specialised curriculum support.  PE Lead to liaise with Sports4Kids to ensure a tailored programme of activities is delivered to meet the needs of our children.			

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<p>Sports4kids to deliver lunch time activities to encourage daily 30 minutes of physical activity.</p>	<p>Increased participation in activity during break times and lunchtimes by providing better access to high quality equipment.</p> <p>Improved pupil voice feedback on provision offered during break time and lunchtime.</p>	<p>£1900.00</p> <p>£0</p>	<p>Termly pupil voice show that pupils enjoy an active lunch time. There has been a continued reduction in the number of behaviour related incidents reported during lunch.</p> <p>Pupil voice shows that 98% of students surveyed indicated that they enjoy PE lessons and are happy with the range of sports/activities taught.</p>	<p>Continue to employ Sports4kids next year to deliver daily lunch time activities.</p> <p>Should funding be removed, use Year 6 pupils as Sports Leaders to continue a programme of 30 minutes of physical activity each lunch time.</p>
<p>To audit and replenish resources to identify opportunities to engage children in sport and activity during break and lunchtimes.</p>		<p>£3000</p>	<p>Increased range of equipment supports more active play. PE equipment along with lunch/break time play equipment replenished and enhanced.</p> <p>Pupil voice shows that 98% of students surveyed indicated that they enjoy being physically active at lunch and breaktimes and are happy with the range of equipment available.</p>	<p>Continue to develop Sports Leaders to support and encourage a further increase in pupil activity levels.</p>
<p>Two hours per week of high quality PE lessons to promote a love and enjoyment of physical activity.</p>		<p>£0</p>		<p>Continue to promote 2 hours of high-quality PE with a focus of a life-long love of sport.</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: 7%
<b>Intent</b>	<b>Implementation</b>		<b>Impact</b>	
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:
Weekly celebration assemblies held to promote healthy lifestyles through allowing children to bring certificates, medals and trophies in to recognise their achievements in physical activities. Raise the profile of PESSPA across school by identifying links between physical activity and other areas of the National Curriculum.	SLT to use weekly celebration assemblies as an promote to healthy lifestyles among all pupils.  Transferrable knowledge and skills will be identified between PE and other areas of the National Curriculum and taught effectively by teachers. Pupils will display more transferrable knowledge and links across the curriculum.	£0	Over the course of the year weekly numbers of children bringing certificates/medals into school in recognition of their involvement in sport in the community has increased. Attainment in PE and across other areas of the curriculum will be evident as a result of pupils drawing upon a transference of skills. Pupil Voice demonstrates 'sticky knowledge' and increased 'transferrable knowledge.'	Continue with weekly celebration assemblies.  Evaluate and review the content and sequence of the PE curriculum each year to ensure any meaningful links are made with other areas of the curriculum.
Children in Year 6 who don't achieve their 25m will be given the opportunity to attend extra swimming sessions.	PE Lead to analyse swimming data and organise extra swimming sessions for pupil not achieving the National Curriculum standard. Transport and swimming instructors to be booked.	£1682.00	Twelve children were invited (five parents refused to send their children) and three out of the five children who attended, achieved their 25m.	The school budget would be used to continue offering this provision with the option of asking parents for a voluntary contribution to help with the additional costs.

Key indicator 3: Increased confidence, knowledge and skills of all staff in teaching PE and sport				Percentage of total allocation:
				50%
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:
Sports4Kids to provide high quality PE lessons to children throughout KS1 and KS2 to ensure consistency and clear progression. TAs to support in lessons which will enable them to effectively support teachers in their own PE lessons. Sports4kids to inform teachers of pupil progress to ensure teacher judgments are accurate.	Sports4kids to ensure that the school's PE scheme is being followed and Primary Passport is being used to record pupil progress. Provide Sports4kids with a clear objective of providing TAs with guidance so they can in turn support teachers with their delivery of PE lessons.	£7200	Primary PE Passport is being used and with the support of Sports4kids, teachers have imputed pupil assessments for the topics taught. TAs are increasingly becoming more involved in helping support teachers and their one-to-ones during PE lessons.	Ensure that TAs are rotated so that in the future all TAs will have had access to PE CPD.
Eight members of staff to be provided with a 6-week unit of dance CPD, appropriate for their current year group. To give staff the confidence to deliver and continue delivering high quality dance lessons.	Access appropriate CPD through Activity for All. Support teachers in the delivery of their lessons with a fully qualified dance specialist (Demi).	£2300	Increased confidence in teacher knowledge of gymnastics. When questioned pupils expressed their enjoyment of the unit of work. Teacher assessments shows a higher number of pupils achieving the expected standard in dance.	PE staff meeting time will be used to disseminate information from CPD to other staff which will ensure that in the future, with or without funding, teachers will feel confident to teach gymnastics to the expected level required.
Two members of staff responsible for the teaching of swimming to attend appropriate course (June) and gain qualifications in order to teach swimming effectively.	Accessed appropriate course through St. Helens Council – School Swimming Programme. New teachers supported in the delivery of their lessons by a fully qualified swimming instructor . Cover provided so that the teachers could attend the course.	£90.00 £500 £300 supply costs	Impact to be judged next academic year. Children achieving the expected standard at the end of primary school was reached by 81% of pupils. Through teacher development a raise	There will be a rolling programme of staff who team teach with the two qualified staff which will ensure that in the future, with or without funding, teachers will feel confident to teach swimming to the expected level required.

One (newly qualified) Year Two teacher to receive rugby CPD to provide support in delivering high quality lessons and increase teacher knowledge and understanding.	PE Lead to organise rugby CPD with Try it Rugby.	£960.00	Year 2 teacher received 6 weeks of specialised curriculum support from Try it Rugby. During this time teacher's knowledge of rugby and confidence in delivering high-quality lessons was increased. Evidence through staff voice.	Continue to access training from Try it Rugby to increase the number of staff receiving CPD in rugby.
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**Key indicator 4: Broader experience of a range of sports and activities offered to all pupils** 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 increase the number of children involved in physical extra-curricular activities.	Zumba offered to children in both Key Stages Football Club offered to children in 5/6 Football Club offered to children in 3/4 Active Kids Club offered to children in Yr1 – 3 Athletics Club offered to children in Yr4 – 6 Little Ninjas Club offered to children in Yr 1 – 3 Due to over subscription of the previous club, Little Ninjas Club was offered again the following half-term. Football Club offered to children in Yr 4-6	Parent funded £2750.00	22 pupils attended. 24 pupils attended. 28 pupils attended. 28 pupils attended. 24 pupils attended. 30 pupils attended. 28 pupils attended. 29 pupils attended.	Staff would be encouraged to run physically active extra-curricular activities.  Parents would be asked to pay for all other clubs to cover the costs.

<p>To encourage the least active and least competitive students by incorporating more non-traditional sports into the curriculum (e.g. golf, yoga, Ultimate Frisbee)</p>	<p>Cricket Club offered to children in KS2 Netball Club offered to children in KS2</p> <p>PE Lead to adapt current PE long term map to include such sports.</p>	<p>£ 1200 (management time)</p>	<p>24 pupils attended. 30 pupils attended.</p> <p>Register of Attendance to clubs shows an increase in previous years' attendance to extra-curricular clubs.</p> <p>Pupil Voice demonstrates pupil enjoyment across a range of abilities.</p> <p>4 students with IEPS/EHCP plans attended a Boccia competition.</p>	
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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 increase the number of pupils involved in competitive sport (see tournaments register for impact).	Year 5/6 girls' football competition. KS2 New Age Kurling competition Year 3/4 Girls football competition Year 3 Football team competition Year 1 Football team competition Year 5/6 girls' Football team competition KS2 Swimming gala Year 6 Football team Year 5/6 Quadkids	£2700.00	Won all of their games. Finished 4 <sup>th</sup> Won all of their games Finished 2 <sup>nd</sup> in the tournament Won 7 out of 8 games Finished in first place Finished in first place Narrowly missed out on the final play offs Children finished 5/14 teams	Competition will be imbedded as a normal element of learning. Intra-school competitions to be organised between local schools. Inter-school competitions to be organised between year groups.

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

Governor:	
Date:	