

# 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](#).



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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	£21,270
How much (if any) do you intend to carry over from this total fund into 2021/22?	£4,500
Total amount allocated for 2021/22	£22,510
Total amount of funding for 2021/22. To be spent and reported on by 31st July 2022.	£27,010

## 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><i>This data remains inconclusive due to the impact of school and leisure centre closures during national lockdowns between March 2020 – March 2021.</i></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 2020.</p> <p>Please see note above</p>	<p>Changes in GPPS to reduce impact of Covid-19 on our young swimmers:</p> <ul style="list-style-type: none"> <li>-The year group attending lessons has been changed to allow access for those children that missed out.</li> <li>-Swimming sessions have increased in duration to support children with their development, skills and techniques, and to help build water confidence.</li> </ul>
<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>	
<p><b>What percentage of your current Year 6 cohort perform safe self-rescue in different water-based situations?</b></p>	
<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>	<p>Yes/<b>No</b></p>

## 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:</b> 2021/22		<b>Total fund allocated:</b> £27,010		<b>Date Updated:</b> November 2021	
<b>Key indicator 1:</b> 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: 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:
Provide a varied PE curriculum for all children.  Ensure playtime equipment is available for engaging sports activities during break/lunch time.	Ensure teachers are confident with PE overviews and MTP's.  TA's to lead and oversee playground games. Red Hats to support.  Make sure stock check is taken regularly and replenish equipment when necessary.	PE equipment: £1944	PE lessons are engaging, exciting and allow pupils to improve: skills build on from the previous year, children are given opportunities to demonstrate efficient teamwork and share key knowledge.  A large proportion of physical activity at breaktime and lunchtime allows children to take part in moderate/high intensity games.	<i>Playsport</i> coaches to liaise with teachers regarding after school class participation.  Invite TA's to PE insets. They can learn a variety of adaptable games that can be transferred to the playground.  Sports coordinator to support year groups, playground activities and order PE resources.	
<b>Key indicator 2:</b> The profile of PESSPA being raised across the school as a tool for whole school improvement					Percentage of total allocation: 0%
<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:

<p>Acknowledge milestones for year 5 swimmers: a change of swimming group, swimming in the deep pool, swimming 25 metres unaided etc.</p> <p>Ensure children wear their PE kit to school on designated PE days.</p> <p>Announce school/individual sport achievements. Distribute 'sports success' certificates throughout the school year.</p>	<p>Liaise with year 5 staff to find out information about swimming achievements.</p> <p>Children to wear their PE kit on the allocated days to remind them about the importance of leading active/healthy lifestyles, avoid changing time delays and increase class participation.</p> <p>Acknowledge and celebrate match results, swimming information and personal notable achievements.</p>	<p>Nil</p>	<p>Children talk about their experiences in matches, swimming lessons and sports sessions with teachers.</p> <p>Increased numbers of children swimming outside school hours to better their progress.</p> <p>Children will have a better understanding of their class timetable and organise themselves to prepare for their day.</p>	<p>Encourage staff to promote PE and praise progress in special assemblies.</p> <p>Keep aware of children who are regularly receiving sports success awards and recommend external sports clubs for them to attend.</p>
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<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: 17%</p>
Intent	Implementation		Impact	
<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>ECT staff to work alongside <i>Playsport</i> coaches to deliver effective PE lessons.</p> <p>Staff to take advantage of CPD courses available and CPD scheduled inset sessions delivered by <i>Playsport</i> coaches.</p>	<p><i>Playsport</i> coaches to deliver sports sessions for ECT teachers to provide pupils with quality coaching and upskill less-experienced staff.</p> <p>Staff implementing sports knowledge in session of their own.</p>	<p>ECT support: £4,500</p>	<p>ECT knowledge, understanding and confidence levels in various aspects of PE will be strengthened.</p> <p>Increased confidence in staff and new sport skills acquired, which will be used in curricular PE lessons.</p>	<p>ECT staff to regularly feedback to sports coordinator.</p> <p>Teachers to self-review and ask for support if needed.</p> <p>Lesson observations to be carried out to observe impact.</p>

Key indicator 4: Broader experience of a range of sports and activities offered to all pupils				Percentage of total allocation:
				75%
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:
<p>After school PE lessons offered to all children in years 2,3,4,5 and 6.</p> <p>Lunchtime clubs provided for reception and year 1 pupils.</p> <p>Take advantage of external sport opportunities and specialist visitors.</p> <p>Use a variety of spaces to deliver sports sessions – sports hall, playground and park.</p>	<p>After school sessions to be led by <i>Playsport</i> coaches. First-class quality teaching techniques practised and class competitions to encouraged.</p> <p><i>Playsport</i> to deliver lunchtime sessions that support skills and increase abilities of younger sports learners.</p> <p>Liaise with year groups to ensure sports opportunities are being utilised. Allow for flexibility in the timetable to invite visitors into school.</p>	<p>After school lessons: £17,100 (64%)</p> <p>Lunchtime sessions: £3,166 (11%)</p>	<p>Children access a variety of sports through PE lessons, coach-led sessions and TA-led playground games.</p> <p>Children in reception and year 1 to work in a team, use varied equipment and spaces to demonstrate sports skills.</p> <p>Invite children to follow-up clubs/competitions offered by external companies. Keep in contact with visitors to gauge numbers of children from GPPS engaging in sports outside of school.</p>	<p>Communicate with <i>Playsport</i> coaches regarding after school lessons and lunchtime clubs.</p> <p>Lesson observations to be carried out to observe impact.</p> <p>Network with local charities/sports clubs. Invite specialist teachers into school to deliver assemblies/work with classes.</p>

Key indicator 5: Increased participation in competitive sport				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?:	Sustainability and suggested next steps:
Use medals/awards/certificates to highlight achievements during sports events.  Organise a competitive sports day within each class/year group showcasing skills acquired during a particular sports topic.	Allow children to display trophies and merits awarded to them in class and school corridors.  Staff and <i>Playsport</i> coaches to share tactics and skills, prepare children, facilitate competitions and encourage positive support for participants.	Medals and trophies: £300	Children display Olympic and Paralympic values in competition scenarios: friendship, respect, excellence, determination, inspiration, courage and equality.  Children, of all ages, are motivated to take part in a range of sporting activities. Students demonstrate co-operative skills and team spirit for their fellow competitors during sports competitions and showcase opportunities.	Work with staff to set suitable dates for competitive sports and preparation required for the event.  Liaise with local sports venues/parks to host future events.

Signed off by	
Head Teacher:	Angela Anterkyi
Date:	12/11/2021
Subject Leader:	Emma Oti
Date:	12/11/2021
Governor:	Anthen Board of Trustees
Date:	November 2021