





Evidencing the impact of the Primary PE and sport premium

Website Reporting Tool

Revised July 2021

Commissioned by

Department for Education

Created by

association for Physical Education

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** improvementsto 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.

Pleasevisitgov.ukfortherevisedDfEguidanceincludingthe5keyindicatorsacrosswhichschoolsshoulddemonstrate animprovement.Thisdocumentwillhelpyoutoreviewyourprovisionandtoreportyourspend.DfEencouragesschools 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: association for Physical Education · Active Partnerships · YOUTH SPORT TRUST

Supported by: · UK COACHING · UK active

Details with regard to funding

Please complete the table below.

Total amount carried over from 2019/20	£
Total amount allocated for 2020/21	£
How much (if any) do you intend to carry over from this total fund into 2021/22?	£
Total amount allocated for 2021/22	£
Total amount of funding for 2021/22. To be spent and reported on by 31st July 2022.	£15,831

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**	Not applicable - KS1
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 2020. Please see note above	% Not applicable - KS1
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	% Not applicable - KS1
What percentage of your current Year 6 cohort perform safe self-rescue in different water-based situations?	% Not applicable - KS1
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?	Yes/No Not applicable - KS1

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:**		
Key indicator 1: The engagement of all 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: %
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:**
Continue to buy into the local school sports partnership	Headteacher to sign up for the partnership and PE-coordinator to review and monitor the offer provided to ensure the school is getting the most out of the partnership.	£1,540	Children have had the opportunity to attend KS1 specific events. Meetings attended have provided vital opportunities to share ideas and best practice. Contacts gained to arrange inter-school matches moving forward.	**Subscription provided great support for PE Coordinator.** **Continue to buy into the partnership next year.** **Urge partnership to increase the amount of events offered for KS1 children specifically.** **PE coordinator to feedback to SLT any actions that may arise from further meetings that fit in with the whole school improvement plan.**
Continue Playground Pals to encourage younger children to take part in physical activity at break and lunch times.	Sports apprentice to offer training, support and supervision to playground pals. Sports apprentice to run sessions to increase the physical activity of	£0	Playground Pals not as effective as previous years, still some behavior issues during longer lunchtimes. Activity started, pals selected	**PE Apprentice next year to lead PPs and structure break and lunchtimes with guidance and support offered by PE coordinator where appropriate.**

	children during break time and lunch time. PE coordinator to monitor the implementation of the program and track its effectiveness.		and trained – not delivered as initially desired due to staff member not adhering to what was asked of him. Numbers not tracked officially. Not enough contact between the sports apprentice and the pals to make the activity as successful as desired. Has been running with relative success in the summer term however a system to monitor and track the effectiveness is needed in order to prove the relative success.	**PE coordinator to take a more active role in mentoring and supporting the PE apprentice to ensure that this element is delivered, and physical activity is increased during these times.** **PE coordinator to observe and track the numbers on a half-termly basis – plan to be made as to how to effectively achieve this.**
Monitor and assess the effectiveness of active learning opportunities within lesson and transition times.	Active school planner to be adopted and completed on a termly basis to track the active learning offer. Training to be provided to staff to support them in the planning and implementation of active learning opportunities.	£0	Training provided on the spring term and first active school planner base line completed. Teacher seeking more opportunities to include physical activity in the day to day delivery. Physical brain breaks (such as GoNoodle) more evident in the school day.	**Continue to use the active school planner to monitor the effectiveness of staff intervention and also to identify additional areas for development.**

Increase the availability of equipment for all children within PE lessons to ensure 'everyone active'.	Purchase 30 size 3 footballs and 30 size 4 footballs. In addition to this, 65 tennis balls.	£650	Lessons delivered were able to include a piece of equipment for each child to increase the physical activity, participation and technique development.	Complete an equipment inventory and identify where more kit might be needed to ensure 'everyone active' in curriculum PE lesson.
Key indicator 2: The profile of PESSPA being raised across the school as a tool for whole school improvement				Percentage of total allocation: %
Intent	**Implementation**		**Impact**	
Your school focus should be clear what you want the pupils to knowand be able to do and about what they need to learn and to consolidate through practice:	**Make sure your actions to achieveare linked to your intentions:**	**Funding allocated :**	**Evidence of impact: what dopupils now know and what can they now do? What has changed?:**	**Sustainability and suggestednext steps:**
Employ a sport apprentice to support the delivery if PE and school sport.	Help to increase the 30/30 offer delivered within school – with specific focus on the opportunity provided at break times and lunch times. Support the planning and implementation of the curriculum PE offer, in accordance to National Curriculum guidelines – creating their own detailed plans and using AfL strategies to reflect on the quality of delivery provided. Lead the playground pals initiative, providing training and guidance to the selected children.	£6983	Sports apprentice recruited, and employment commenced in Autumn term. Delivery of PE lessons deemed adequate, however support will need to be provided in the second year to ensure standards remain high throughout all delivery and that all target are met within the expected time frame.	**PE coordinator to monitor the ongoing development of the sports apprentice and to liaise with college regarding next steps for development. This will include support with planning, observations with feedback and opportunities for the sports apprentice to observe the PE coordinator delivering PE lessons.** **PE apprentice to lead on the delivery of the FA shooting stars program to engage girls.** **PE coordinator to provide additional support on how to deliver socially distanced PE in the current covid climate.**

Apprentice Levy		£3000		
L2 Teaching assistant employed to assist the sports apprentice in delivering one curriculum PE session per class, per week.	Support the planning and implementation of the curriculum PE offer, in accordance to National Curriculum guidelines – creating their own detailed plans and using AfL strategies to reflect on the quality of delivery provided.	£3159	Sessions delivered are of an ever-increasing standard as the confidence off the TA develops. When left to deliver independently, the TA has demonstrated a good level of competency. TA now actively planning her own sessions.	

Key indicator 3: Increased confidence, knowledge and skills of all staff in teaching PE and 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:**
Provide PE training opportunities to continue to upskill the staff in active learning and PE curriculum delivery.	Make available the link to the FA playmaker course and encourage uptake when isolating or working from home	£0	5 teaching assistants completed the course and have stated their confidence has developed as a result. Notable outcomes also mentioned were around the concussion, first aid and disabled athlete modules.	**Seek more opportunities provided through training agencies and national governing bodies for courses that are available.**

Key indicator 4: Broader experience of a range of sports and activities offered to all pupils				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:**
Introduce new sports to the children	Included rounders pitch markings on the field in the summer term.	£100	Pupils in KS1 learned the game of rounders and used the pitch to play their games.	Explore opportunities to include new playground and pitch markings for new games and sports.
Barriers to provide a safe play space on the playground for team games.	Bought the barriers and used them on the playground	£400	Pupils now have a designated space on the playground for teams games and use this space for play, independently.	Look to purchase basketball/netball posts to encourage more opportunities for organised and variable play.

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:
N/A due to being a KS1 school only				**Sports partnership competitions are for KS2 only.** **All KS1 competitions are festival format to provide the children with a positive experience.**

Signed off by	
Head Teacher:	CPierce
Date:	10/7/21
Subject Leader:	D.Tidman-Poole
Date:	10/7/21
Governor:	F.Hand
Date:	12/7/21