

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](https://www.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	£11790
How much (if any) do you intend to carry over from this total fund into 2021/22?	£3440
Total amount allocated for 2021/22	£16883
Total amount of funding for 2021/22. To be spent and reported on by 31st July 2022.	£16883

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	
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	65%
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	65%
What percentage of your current Year 6 cohort perform safe self-rescue in different water-based situations?	65%
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

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: £13443		Date Updated: 17/12/21	
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:
					21%
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?:
To increase the number of children achieving 30 active minutes within the school day by increasing lunchtime provision		Consultation with pupils on what activities like or school survey Play Leader Training Playground equipment Staff role models		£3511	More children engaged in 30 active minutes in school.
To increase engagement on the playground and ensure that the children have equipment to play with during lunch and breaktimes.		Playground Equipment Additional Qualified Teachers to assist with increasing number of children staying active.			The children are engaged at lunch times and are keen to play games and use the playground equipment.
Key indicator 2: The profile of PESSPA being raised across the school as a tool for whole school improvement					Percentage of total allocation:
					8%
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?:

Improve KS1 handwriting through improving KS1 gross motor skills	Improving gross motor skills using skilled coaches that can build on strength training and games in high quality PE sessions. Yoga used to strengthen muscles.	£700	Children's handwriting has improved and some writing stamina has returned.	Continue to embed these skills across EYFS and KS1. Teachers to run Yoga sessions.
Physical Education, School Sport and Physical Activity to be embedded as part of the school's vision – linked to making healthy choices	The education side of PE to be promoted whenever possible – Walk to School week, Bikeability, Mental Health Week. Positive Impact on site daily, delivering PE lessons and sharing good practice with sports coach in school.	£700	Mental health week held during Autumn term. Physical and mental wellbeing embedded into curriculum throughout the year. High participation in Online inter-school games and Sports day from home.	Promotion of safe and active ways to come to and from school (walk to school week). Promotion of online sporting competitions.

Key indicator 3: Increased confidence, knowledge and skills of all staff in teaching PE and sport				Percentage of total allocation:
				12%
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:
Develop a confident Subject leader to lead the subject effectively across the whole school and positively impact on the children Children enjoy physical education and make progress in their learning (through staff being competent and confident to deliver the subject)	Subject Leader PE modules Consultant support with Sport Premium Whole School CPD – What is High Quality PE Centralised CPD course (1 member of staff to attend) Gym/ Dance OAA	£600 £800	Staff are confident to deliver Gymnastic lessons and have the skills to set up equipment safety and effectively. PE Leader has had training to lead PE effectively across the whole school. Teachers were confident to lead PE lessons.	To develop staff's knowledge of how to teach new team games.

	Bought into Twinkl Plan it to improve standards of Physical Education.	£690		
Key indicator 4: Broader experience of a range of sports and activities offered to all pupils				Percentage of total allocation:
				20%
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:
Allow pupils to experience various sports & activities to allow them to find activities they enjoy	New sports equipment After school Clubs Ensure additional teachers are used to teach sports	£3442	Pupils understand how to participate in new team games that they have not experienced before. Kingsbury Sports School Partnership have lead after school clubs, allowing the children to experience a broad range of physical games. Additional teachers have been used to assist with running after school clubs. Pupils are now have the skills to participate in team games.	Adapt curriculum to encompass a wider variety of sports e.g. lacrosse. Continue to attend sporting activities outside of school.

Key indicator 5: Increased participation in competitive sport				Percentage of total allocation:
				39%
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:
Increase the number of children involved in school competition by ensuring that they have the skills to play competitive games.	Give children opportunity to play competitive games. Children to have access to equipment to practise their skills. After school clubs and lunchtime clubs linked to competitions.	£3000	The children are now able to play a range of competitive games. As restrictions ease, children have opportunity to play with other groups including local schools.	To enter sports competitions in our local area.

Signed off by	
Head Teacher:	CLC MAT
Date:	17/12/2021
Subject Leader:	CLC MAT
Date:	
Governor:	
Date:	