

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	£13,280
Total amount allocated for 2020/21	£30,338
How much (if any) do you intend to carry over from this total fund into 2021/22?	£23,835
Total amount allocated for 2021/22	£17,058
Total amount of funding for 2021/22. To be spent and reported on by 31st July 2022.	£40,893

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	91%
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	91%
What percentage of your current Year 6 cohort perform safe self-rescue in different water-based situations?	77%
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?	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: 2020/21		Total fund allocated:	Date Updated:	
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				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:
<ul style="list-style-type: none"> - Educate children in the value and benefits of a healthy active lifestyle. - Ensure our high quality PE and school sport offer develops competent and confident movers with the aim of inspiring lifelong participation in physical activity. - Use active lessons throughout the school to increase physical activity levels and learning. - Raise awareness of the best places to take part in sport and physical activity outside of school. - Provide opportunities for daily physical activity. - To increase pupils' activity levels throughout the day. - Involvement of less active pupils in organised sport 	<ul style="list-style-type: none"> - Remote learning opportunities, signposting and virtual games events. - OAA specialist to deliver lessons and support teachers with further lesson ideas and activities. - Maintenance and promotion of initiatives based up on the daily mile and our running track. - Promote 'Active Play' lunch times ensuring all pupils can take part in physical activity varying from supervised active play to inter house competitions. 	<ul style="list-style-type: none"> £ 3161 Shelley Pyramid Sport fund. £313 OAA forest schools workshop. 	<ul style="list-style-type: none"> Evidence: - Curriculum map. - Registers of participation. - Lessons/activities provided for children to engage remotely in PE lessons. Evidence gathered through pupils feedback and comments (email). - Intra-school events and competitions, offering further sporting opportunities to children to partake in, such as long-distance running. - Positive attitudes to health and well-being (pupil survey, class questionnaire) 	<ul style="list-style-type: none"> - Monitor physical activity levels to ensure we meet the government guidelines of at least 30 minutes a day for each child in school time.
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 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:
<ul style="list-style-type: none"> - Use PE and sport to enable the development of life skills that are transferred to other curriculum areas, wider school and beyond. - Use PE and sport to develop the whole person including thinking, social and personal skills? - Use PE teaching to aid fine and gross motor skill development? - Use sporting role models used to engage and raise achievement? - High quality PE lessons delivered during curriculum time. - School staff better equipped/ more confident to teach PE in school - Monitoring use of schemes and whole school PE coverage 	<p>As a school we contribute funding to sustain the Shelley Pyramid Sport Partnership which provides the following opportunities:</p> <ul style="list-style-type: none"> • Additional competitions outside of the School Games programme • Comprehensive CPD programme • Outdoor activity days • Support from PE lead. <ul style="list-style-type: none"> - Parents made aware of school and pupil sport successes via newsletter, promotion around school, in assemblies. - Further increase the visibility of PE and school sport in school (assemblies, new notice/display boards, school website, pupil reward and recognition of pupils) - Whole school Sport day to be held in school. - Staffing and resourcing of morning movement groups. - Continue to develop and use whole school plans and assessment. - To continue to work in partnership with our SGO Linda Stacey to increase awareness of the importance of physical activity 	<p>£ 3161</p> <p>Shelley Pyramid Sport fund.</p>	<ul style="list-style-type: none"> - Personal development (physical skills, thinking skills, social skills and personal skills). - PE physical activity and school sport have a high profile and are celebrated across the life of the school - SMSC - Children learn to respect and work with each other, exercise self-discipline and act in a safe and sensible manner. - Continued progression of all pupils during curriculum PE lessons. 	<ul style="list-style-type: none"> - Identify the positive impact that PE and school sport has on academic achievement, behaviour and safety, attendance, health and wellbeing and SMSC. - School staff better equipped/more confident to teach PE in school

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:
<ul style="list-style-type: none"> - Raise the quality of learning and teaching in PE and school sport by providing support to deliver broad, balanced and inclusive high quality PE and school sport provision (within and beyond the curriculum) to raise pupils' attainment. - To encourage coaches employed to deliver the PE curriculum, to increasingly involve teaching staff supporting lessons - to increase their confidence in delivery of the subject. 	<ul style="list-style-type: none"> - Specialists used to help upskill teachers through modelling lessons, team teaching, help with planning and observations. - PE Lead to attend termly meetings hosted by Shelley Pyramid Sports Partnership. - Provide opportunities for staff to access CPD opportunities through the Shelley Pyramid Sports Partnership, including tennis. - Purchase quality assured resources to support teachers and support staff. - Liaise with other local schools to share knowledge and expertise. 	<ul style="list-style-type: none"> £1250 Staffing £1779 Equipment £ 3161 Shelley Pyramid Sport fund. £313 OAA forest schools workshop. 	<ul style="list-style-type: none"> - Increased staff knowledge and understanding - All teachers able to more confidently plan, teach and assess National Curriculum PE - Enhanced quality of provision - The sharing of best practice with other schools in the Shelley Sports Partnership. - A more inclusive curriculum which inspires and engages all pupils. - Continued progression of all pupils during curriculum PE lessons. 	<ul style="list-style-type: none"> - Review staff confidence and competence in delivering high quality PE and school sport and allocate staff to upcoming CPD opportunities - 1:1 lesson observations to monitor staff effectiveness and confidence.
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:

<ul style="list-style-type: none"> - Provide opportunities to take part in a diverse range of school sport through competitions and events. - Provide high quality learning opportunities for children to partake in remotely from school. - Providing additional links to Community Sports Clubs - Continue to develop relationships with community coaches and specialists so a broad and wide range of activities can be offered to all age groups. 	<ul style="list-style-type: none"> - Engage with new external specialists to enhance our curriculum offering. - Activities, lessons and resources assigned to children to ensure a full and balanced PE curriculum when working remotely. 	<p>£ 3161</p> <p>Shelley Pyramid Sport fund.</p> <p>£313</p> <p>OAA forest schools workshop.</p>	<p>Evidence includes - Curriculum map, Registers of participation.</p> <ul style="list-style-type: none"> - All children across KS1 and KS2 access competitions, including long distance running and Quad Kids) - Engaged or re-engaged disaffected pupils through the above. - Enhanced quality of delivery of activities - improved physical, technical, tactical and mental understanding of a range of sports - Further signposting opportunities for children to community PE sessions. 	<ul style="list-style-type: none"> - Carefully select outside providers and ensure they understand our vision for school sport and that the opportunities they offer contribute to that vision.
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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:
<ul style="list-style-type: none"> - Provide opportunities for all children to challenge themselves through inter school sport where the children's motivation, competence and confidence are at the centre of the competition and the focus is on the process rather than the outcome. - Increased participation in Virtual School Games competitions. - Providing opportunities for children with SEND, the least active and the least confident to attend competitions and events. 	<ul style="list-style-type: none"> - Ensure pupils get opportunity to take part in local and county competitive leagues, tournaments and festivals. - Regular intra-house sports competitions for pupils across different sports. - Engage with external coaches and specialists to deliver a range of inclusion sports events. - Extend links with external agencies in the community to ensure more pupils participate in community clubs outside of school 	£ 3161 Shelley Pyramid Sport fund.	Evidence include: <ul style="list-style-type: none"> - Photos displayed at school and on website - Successes shared in weekly assemblies and newsletter. - Competitions/ events 	<ul style="list-style-type: none"> - Review attendance data and identify children for appropriate opportunities. - Continue to attend Shelley Pyramid Sports Partnership termly meetings to help shape the offer to ensure it is appropriate for our pupils and of the highest quality. - Further widen opportunities for pupils to take part in competitive sporting events - Investigate further use of virtual inter house competitions/ children leading own events

Signed off by	
Head Teacher:	
Date:	
Subject Leader:	Joel McKay
Date:	
Governor:	
Date:	

Created by:



Supported by:



