

# 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	£9,611
Total amount allocated for 2020/21	£17,080
How much (if any) do you intend to carry over from this total fund into 2021/22?	£3,009
Total amount allocated for 2021/22	£17,073
Total amount of funding for 2021/22. To be spent and reported on by 31st July 2022.	£20,082

## 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>	Unable to assess as Covid 19 restricted swimming curriculum in term 6
<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>	Unable to assess as Covid 19 restricted swimming curriculum in term 6
<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>	Unable to assess as Covid 19 restricted swimming curriculum in term 6
<p><b>What percentage of your current Year 6 cohort perform safe self-rescue in different water-based situations?</b></p>	Unable to assess as Covid 19 restricted swimming curriculum in term 6

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: 2021/22	Total fund allocated:	Date Updated:		
<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: 47%	
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"> <li>• Pupils to become more healthy and active</li> <li>• Improved attitudes to school and learning</li> <li>• Least active pupils are targeted</li> <li>• More opportunities for children to engage in structured physical activities at break and lunch times.</li> </ul>	<ul style="list-style-type: none"> <li>• All pupils taught PE for an average of at least 2 hours a week</li> <li>• Playleader support at lunchtimes</li> <li>• Train pupil playleaders</li> </ul>	£9400	<ul style="list-style-type: none"> <li>• Increased fitness and wellbeing</li> <li>• All children active at playtime and lunchtimes</li> <li>• Trained pupil playleaders</li> <li>• Improved behaviour and attitude to learning</li> <li>• Evidence of pupils engaging in regular physical activity</li> </ul>	<ul style="list-style-type: none"> <li>• Resources purchased to replace worn out or damaged play resources.</li> <li>• Pupil voice to be continued to increase participation in clubs.</li> </ul>

Key indicator 2: The profile of PESSPA being raised across the school as a tool for whole school improvement				Percentage of total allocation:
				11%
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"> <li>For PE to be valued by all stakeholders and to see the impact on behaviour and social skills.</li> <li>Continue to embed a high-quality curriculum so that children gain a broad range of experiences or sports.</li> <li>Increase children's aspirations and attitudes to sports.</li> <li>Develop and update PE equipment.</li> </ul>	<ul style="list-style-type: none"> <li>Participation in inter-school competitions.</li> <li>A wide range of physical activities are available at play and lunch times.</li> <li>Recognition and activities related to national/international sporting events.</li> <li>Audit regularly to ensure that the curriculum can be developed effectively.</li> </ul>	£2062	<ul style="list-style-type: none"> <li>Quality of PE teaching is improved.</li> <li>Increased attainment in PE.</li> <li>Subject leader folder show progression of PE skills throughout the school.</li> </ul>	<ul style="list-style-type: none"> <li>High profile of sport embedded in school.</li> <li>Staff and parents to see an increase in the number of children celebrating sporting achievements.</li> </ul>

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:

<ul style="list-style-type: none"> <li>• Improve the quality of PE teaching and develop the PE skills of all staff.</li> <li>• Sports coach to work with PE lead to share best practice and to offer guidance and support.</li> <li>• Sports coach to model PE teaching to staff.</li> <li>• PE sports leader to review curriculum provision with sports specialist teacher and also give feedback on recommended scheme</li> </ul>	<ul style="list-style-type: none"> <li>• Audit of staff skills.</li> <li>• Provide training and support where needed from PE lead or sports coach.</li> <li>• Subject leadership time given.</li> <li>• Assessment system developed linked to the curriculum.</li> </ul>	£2420	<ul style="list-style-type: none"> <li>• Teacher's and TA's are confident to teach PE.</li> <li>• Increased confidence and better subject leadership skills enabling subject leader to lead professional development for staff.</li> <li>• Teachers supported in giving children quality teaching in all areas of PE.</li> <li>• Better subject knowledge for TA's enabling them to take a more active role in PE lessons.</li> </ul>	<ul style="list-style-type: none"> <li>• Quality PE teaching.</li> <li>• Invest in a PE scheme of work.</li> </ul>
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**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:
<p>Additional achievements:</p> <ul style="list-style-type: none"> <li>• Additional opportunities for physical activity is available for all children.</li> <li>• Increased opportunities for physical activity that is not competitive e.g. dance and gym to appeal to a wider range of children.</li> </ul>	<ul style="list-style-type: none"> <li>• Funded after school clubs for KS1 and KS2 children offering a wide range of sporting activities.</li> <li>• Pupil voice</li> <li>• Maintain overview of participation rate for all</li> </ul>	£3500          £ 500	<ul style="list-style-type: none"> <li>• Increased number of children attending after school sports clubs.</li> <li>• Clubs are providing a wider range of activities to appeal to more children.</li> </ul> <ul style="list-style-type: none"> <li>• Regular review of clubs available to pupils.</li> <li>• PE Lead to liaise and investigate additional opportunities available to pupils locally.</li> </ul>

<ul style="list-style-type: none"> <li>• Children have experience of and are able to play a wider range of sports.</li> <li>• Year round clubs are provided for all children.</li> </ul>	<p>children</p> <ul style="list-style-type: none"> <li>• Bikeability in year 6</li> <li>• Transport funded for interschool competitions.</li> </ul>			
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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"> <li>Participation in competitive sport</li> <li>Increased number of sporting event through the year.</li> </ul>	<ul style="list-style-type: none"> <li>Pupils given the opportunity to participate in competitions with local primary schools.</li> </ul>	£1200 Sports Partnership £1000 Transport	<ul style="list-style-type: none"> <li>Children are enthusiastic and more confident to participate in inter-school competitions.</li> <li>A wide range of sporting events available that interest the majority of children.</li> <li>Continued success in competitive events.</li> </ul>	<ul style="list-style-type: none"> <li>Liaison with Robertsbridge Community College utilised and used effectively.</li> <li>Greater depth of knowledge gained by teachers and support staff used to assist with provision of after school clubs.</li> </ul>

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