

# 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 2020/21	£9,485
Total amount of funding for 2021/22. To be spent and reported on by 31st July 2022.	£26,645 £17,160 + £9,485 carry forward
Actual funding spent for 2021/22.	£ 4,558.35

## 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. <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>	% N/A
What percentage of your current Year 6 cohort swim competently, confidently and proficiently over a distance of at least 25 metres? <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. Please see note above	% N/A
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	% N/A
<b>What percentage of your current Year 6 cohort perform safe self-rescue in different water-based situations?</b>	% N/A
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?	Yes/No

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## 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:		
<p><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</p>			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:		Evidence of impact: what do pupils now know and what can they now do? What has changed?:	Sustainability and suggested next steps:
Access to high quality resources during PE lessons ensuring there is enough resources	Purchase additional PE resources to replace old/damaged equipment to ensure each PE lesson is fully resourced with appropriate equipment enabling all children to fully engage and participate in lessons.	Funding allocated:  Use of a voucher (£784.83) received as a result of the sponsored GB athlete event held at the school which raised money for sports equipment  + £9.35	All PE lessons are fully resourced which has led to greater participate and quality PE lessons. Staff and children have the correct equipment which they need for PE lessons. Children are developing new and existing skills using the newly purchased equipment.	The school will continue to audit resources both for wear and tear and fitness for purpose in order to identify gaps in resources that will develop social, physical and thinking skills.
Increase physical exercise for all	Regular movement breaks for all within the classroom with the use of Fitness fun on the timetable daily <ul style="list-style-type: none"> <li>Go Noodle</li> <li><a href="https://www.bbc.co.uk/teach/super-movers">https://www.bbc.co.uk/teach/super-movers</a></li> </ul> Identified children participate daily in sensory circuits	£0	Children across the school supported to understand the importance of keeping fit and healthy. They take part in regular movement breaks which energises them and improves engagement. Impact of sensory circuits of those individual children has seen an improved start to the day.	School to continue regular movement breaks as both staff and children respond positively to the wide range of movement ideas, including mindfulness and mental well-being focuses.

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Funding for Yr 4 children to help them meet the 3 national curriculum requirements in swimming by end of KS 2 to attend swimming sessions at federated school (Shillington Lower)	Year 4 children to attend at least weekly swimming/ water confidence sessions during the summer term	£466	All children made good progress towards achieving National Curriculum swimming target.	Monitor the needs of the children and arrange additional support where necessary.
<b>Key indicator 2: The profile of PESSPA being raised across the school as a tool for whole school improvement</b>				Percentage of total allocation: %
<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:		Evidence of impact: what do pupils now know and what can they now do? What has changed?:	Sustainability and suggested next steps:
Sporting achievements shared in Celebrations assemblies and newsletters to help raise the profile of PE across the school	Children's achievements in sport celebrated with the school community which exposes other children to a variety of sports.	£0	Children who were celebrated in whole school celebration assemblies and in newsletters saw an improvement in self-esteem and confidence. The number of children being recognised for sporting achievements has risen throughout the year.	Continue to promote school sport, including extracurricular clubs through regular updates with school community.
Ensure children understand the importance of healthy living and the impact that regular exercise has on their bodies.	Specially trained Coram Life Education educators visit the school to teach children about healthy lifestyles and the effects of exercise on their bodies. This experience also enables the children to make links with other subjects such as PSHE and Science. All children participate in a progressive programme of activities throughout the	£365	Children engaged in learning activities linked to healthy lifestyles. All children enjoyed the learning opportunities, which provoked discussion both within and outside of the lessons.	Continue next year as cross curricular to PE and PSHE curriculum.

	day to help them be aware of strategies to keep safe, healthy and active.			
Additional equipment and staff CPD to be purchased for planned MUGA using a combination of capital funding and PTA funding.	SPG funding to be used to purchase additional equipment and staff CPD on how to use facility effectively and maximising its usage.	£23,375	External provision at Stondon needs improving. Hall space and playground is limited and space is currently insufficient for the numbers on role or the increasing numbers from September 2025. MUGA, equipment and staff CPD will increase the useable space for physical activity enabling all year round sporting activities which is not currently available	Quotes have been gathered. 1 quote agreed by governors. Awaiting correspondence from LA on agreed location on site. Next steps dependent on LA outcome. Delay due to School for the Future hence the carry forward.  Sustainable - this facility will be available to use for many years to come.

<b>Key indicator 3: Increased confidence, knowledge and skills of all staff in teaching PE and sport</b>				Percentage of total allocation:
				%
<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:
Develop the role of the PE subject leader and ensure she is equipped to support other staff to confidently deliver an inspiring, enriching curriculum.	PE lead to attend annual PE conference to be exposed to new approaches/ thinking which can be implemented in their own schools.	£175	PE lead remains updated and has an increased awareness of the current key drivers which impact on PE and School Sport.	PE lead to implement ideas gained for attending PE conference and monitor the impact.

Increase the confidence of staff when teaching PE	Renew subscription to PE scheme Get Set 4 PE	£330	Staff comment that they feel more confident when teaching PE and have a secure understanding of the lessons they are delivering. Staff know what they are teaching and when and how teaching builds upon prior learning. This is supported by recent PE lesson observations.	Continue to monitor the impact and effectiveness of the new scheme of work.
Identified staff to complete Resuscitation training to ensure staff accompanying children to sports festivals and swimming sessions hold the relevant qualifications	Staff to update qualifications	£88	Staff accompanying children to sports festivals and swimming hold relevant first aid and resuscitation training enabling children to attend and participate in such events.	Review staff expiry dates of qualifications and make provision for relevant updating of training to ensure lack of trained staff is not a barrier to participating in supporting swimming.
<b>Key indicator 4: Broader experience of a range of sports and activities offered to all pupils</b>				Percentage of total allocation:
<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:
Use of Sports Coach to provide extracurricular opportunities for children.	Lunchtime clubs provided by specialist coaches meet the varied interests of children and provide opportunities for children to participate in activities they may not have participated in before.	£2800	Children's confidence and knowledge of a range of activities/games has increased and increased disadvantaged children's cultural capital.	Investment in this area will continue. Continue to broaden scope of clubs to include other activities to engage and interest children and to expose them to other unknown sports.

<p>Increase in the amount and variety of activities available at playtime to encourage more physical activity.</p>	<p>Sports equipment purchased from last year's funding to continue to be used during playtimes. Equipment should encourage physical active play.</p>	<p>£0</p>	<p>Equipment encourages active play and for children to foster a love of physical play as oppose to screen time.</p>	<p>Monitor equipment for both wear and tear and fit for purpose to ensure this approach continues.</p>
<p>Provide all children in Y4 with the opportunity to learn how to ride a bike.</p>	<p>Organise Bikeability sessions for Year 4. Children learn how to cycle safely and how to be safe near roads. Children to be reminded of storage available for bikes and encouraged to cycle to and from school.</p>	<p>Funding from CBC</p>	<p>66% of year 4 children participated in the Bikeability programme. Children's confidence and knowledge of how to ride safely improved. Increased children's interest in cycling and the number of children cycling to school has increased.</p>	<p>To continue next year and hope to see an increase in participation. Other opportunities being explored to support those children who were not able to participate due to not having the basic skill of riding a bike/financial constraints e.g. use of PPG funding</p>



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:
Children to have the opportunity to compete against each other within the school	Arrange intra competitive sports activities within the school where children compete to be the school winners, comparing scores across classes	£500	All children participated in Sports Day and Premier Sports 'Tokyo Trail' day which exposed children to a variety of sports including archery and table tennis. Pupil voice demonstrates children spoke enthusiastically about the 'Tokyo Trail' experience.	Continue to organise opportunities for intra- school sports activities.
Transition sports activities with federation school to aid transition to middle schools	Year 4 children given the chance to compete with federated school during events organised by the federation.	£0	Children have formed friendships with children from federated school through sport which will help them when transitioning to their new middle schools.	Continue next year.