

# Evidencing the impact of the Primary PE and sport premium

Website Reporting Tool

Revised July 2021



Commissioned by



Department  
for Education

Created by



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SPORT  
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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 allocated for 2020/21	£18,270
How much (if any) do you intend to carry over from this total fund into 2021/22?	£3, 207.52
Total amount allocated for 2021/22	£18, 150
Total amount of funding for 2021/22. To be spent and reported on by 31st July 2022.	£21,357.52

## Swimming Data

Please report on your Swimming Data below.

<p><b>Meeting national curriculum requirements for swimming and water safety.</b>          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.  <i><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 programmes of study.</b></i></p>	
<p>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 2021.          Please see note above</p>	<p>46/58          79.31%</p>
<p>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</p>	<p>40/58          68.96%</p>
<p><b>What percentage of your current Year 6 cohort perform safe self-rescue in different water-based situations?</b></p>	<p>52/58          89.65%</p>
<p>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?</p>	<p>Yes/<del>No</del></p>

## 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.

Key achievements to date until July 2022:	Areas for further improvement and baseline evidence of need:
<ul style="list-style-type: none"> <li>• All of our pupils have taken part in intra-school competitions this year, including hockey, football, dance, orienteering, cricket and rounders and these have been extremely successful: the children have enjoyed participating in these and for some, they have developed a passion for those sports. We do however want to build on this further next year.</li> <li>• For the first time in two years, we were able to organise and hold a very successful sports day for the whole school to participate in. Parents and family members were also in attendance and thoroughly enjoyed our sports afternoon.</li> <li>• Our PE curriculum has been implemented well this year and teachers have used the knowledge organisers to plan and teach well developed, progressive lessons in the different sports. Lesson drop ins have been mostly successful, and improvements have been particularly made in the teaching of dance, gymnastics, athletics and tag rugby.</li> <li>• Some of our assemblies have focused on our sports values and achievements and have also been promoting local and national competitions, such as the Women's Euros and Commonwealth Games. These have raised the profile of PE in our school even further.</li> </ul>	<ul style="list-style-type: none"> <li>• Develop further, and improve, the sports games and activities programme for lunchtimes and breaktimes (using TA's, SMSA's and <i>play leaders</i> effectively). Ensure that more children are keeping active for longer periods of time.</li> <li>• Work in partnership with Wales High School to get our inter-school competition events back up and running and encourage children to participate in these and show our 'sports values'.</li> <li>• Continue to provide varied CPD opportunities for members of staff – work with Dan Bennett on this (JMAT)</li> <li>• Contact local providers to organise an after-school sports programme – Olivia (Dance), James (Premier Sport) &amp; others recommended by Dan Bennett.</li> </ul>

Academic Year: 2021/22	Total fund allocated: £21,357.52		Date Updated: 13.7.2022	
<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: £4068.30
19.04%				
Intent	Implementation		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:</b>	<b>Make sure your actions to achieve are linked to your intentions:</b>	<b>Funding allocated:</b>	<b>Evidence of impact: what do pupils now know and what can they now do? What has changed?</b>	<b>Sustainability and suggested next steps:</b>
<ul style="list-style-type: none"> <li>To further increase activity during unstructured times through improved provision and organisation of games and activities.</li> <li>To complete an audit of playtime and PE equipment and purchase any accidentally broken or missing equipment.</li> <li>To ensure that our outdoor trim trail is safe for the children to use during breaktimes.</li> <li>To incorporate physical activities in other curriculum areas, where possible.</li> </ul>	<ul style="list-style-type: none"> <li>SH/LW/RT/SMSAs to organise games and activities for the children to participate in during break times. SH to organise Volleyball, LW to organise Cricket games and RT to organise Football on selected days.</li> <li>Complete an audit of playground and PE equipment and purchase items that we need. Make up the playtime boxes and ensure that there is enough equipment in them for the respective year groups.</li> <li>Work to be carried out on our Trim Trail to ensure that it is safe for the children to play on. Some parts are replaced with new steps, etc.</li> </ul>	<ul style="list-style-type: none"> <li>£50 to provide cover for the named teachers/teaching assistants to organise, set up and run the activities.</li> <li>£70.30 to provide cover for SH to complete an audit and compile/restock the playtime boxes with suitable equipment.</li> <li>£3948 for the improvement/replacement work carried out on our Trim Trail.</li> </ul>	<ul style="list-style-type: none"> <li>33% of pupils in Years 5 and 6 have participated in one or more of the lunch games/activities over the course of the year. Some pupils have enjoyed them so much that it has inspired them to join the local cricket team.</li> <li>24% of pupils in Years 3 and 4 have participated in one (or more) of the lunch-time football games and activities – although this is.</li> <li>Children know that organised football games and activities are planned at lunch times and will go to the pitches to take part in these.</li> <li>In the Summer term, we organised ‘Girls Football’ days and this encouraged some of the girls to play football who normally wouldn’t do so alongside the boys.</li> </ul>	<ul style="list-style-type: none"> <li>Next year, we would like to develop the role of Playleaders at breaktimes, to support in organising and leading different games for all the children to participate in.</li> <li>Continue with specified ‘Girls only’ and ‘Boys only’ Football days to encourage participation of children who wouldn’t normally feel confident to have a go.</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: £240.60
				1.13%
Intent	Implementation		Impact	
<p><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:</b></p> <ul style="list-style-type: none"> <li>To incorporate physical activity in other curriculum lessons.</li> <li>To celebrate sporting successes regularly in whole school assemblies and through the KPMJ and JMAT newsletters.</li> <li>Sensory circuits delivered to children with specific need as a tool for improving concentration and/or to develop their fine motor skills.</li> </ul>	<p><b>Make sure your actions to achieve are linked to your intentions:</b></p> <ul style="list-style-type: none"> <li>Provide input during a staff meeting on different 'active burst' providers such as Go Noodle, BBC Super movers, Disney 10-minute shake ups - Teachers can use these during the day to get children active and more focussed on their learning.</li> <li>Cross Curricular Orienteering – linked to World Book Day and Harry Potter.</li> <li>Assembly time given to celebrate sporting achievements and promote our school games values.</li> <li>Assemblies focussed on upcoming sporting events, such as the Women's Euros and Commonwealth Games – children to learn about the countries represented, their flags and capital cities (link with Geography focus in the Summer Term).</li> <li>Upskilled TAs to plan, organise and lead the sessions for identified children, working</li> </ul>	<p><b>Funding allocated:</b></p> <p>£70.30- SH time out of class (two hours) to research and create materials based on 'active bursts'. SH to then feedback to staff during a session in staff meeting.</p> <p>£70.30 – SH cover time to organise world book day orienteering activity for the whole school (2 hours)</p> <p>£100 – NG, HH, KL, CW to plan and prepare work for identified children.</p>	<p><b>Evidence of impact: what do pupils now know and what can they now do? What has changed?</b></p> <ul style="list-style-type: none"> <li>More children are being active in short bursts throughout the day and it is linking PE with other curriculum subjects to support improvement and concentration.</li> <li>Games developed based on the game of Quiddich (from Harry Potter) – also linked with World Book Day.</li> <li>We have raised the profile of PESSPA by celebrating sporting achievements in assemblies over the course of the year.</li> <li>Children have learned about sporting competitions and other countries in the world (flags, capital cities) and are making comparisons. They are more aware of current issues and events. Women's Euros have been used to promote and encourage more girls to try football and other sports.</li> <li>Children with specific needs</li> </ul>	<p><b>Sustainability and suggested next steps:</b></p> <ul style="list-style-type: none"> <li>Teaching staff are to continue using these materials next year and beyond, to support pupils learning in other curriculum subjects.</li> <li>Promote sports clubs/activities/festivals and celebrate successes on our PESSPA board in the dining hall.</li> <li>Develop the use of social media and our new school website to celebrate sporting achievements and promote school sport.</li> </ul>

	alongside the class teacher and SLT. These sessions must be specifically designed for the identified child and must meet their individual needs. Any equipment needed to carry out these sessions will be purchased.		have been able to access sensory circuits and other active sessions which have been designed to meet their needs. Specified children have been able to concentrate more on their learning following the sessions and/or have improved their fine motor skills (whichever appropriate).	
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Key indicator 3: Increased confidence, knowledge and skills of all staff in teaching PE and sport				Percentage of total allocation: £5,562.40
				26.04%
Intent	Implementation		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:</b>	<b>Make sure your actions to achieve are linked to your intentions:</b>	<b>Funding allocated:</b>	<b>Evidence of impact: what do pupils now know and what can they now do? What has changed?</b>	<b>Sustainability and suggested next steps:</b>
<ul style="list-style-type: none"> <li>To continue to improve the teaching and assessment of PE lessons in school.</li> <li>To provide relevant CPD to increase staff confidence in teaching PE lessons.</li> <li>To evaluate the impact of the CPD sessions by observing sessions, talking to children and monitoring work.</li> <li>To revisit key teaching principles in Tennis and attend an online, CPD course offered by LTA.</li> </ul>	<ul style="list-style-type: none"> <li>SH to give out the relevant PE knowledge organisers to class teachers and provide training during staff meetings (where necessary). SH/SLT to monitor how these lessons are going and evaluate the scheme.</li> <li>Arrange for Dan Bennett (Sports Specialist for JMAT) to support and work alongside members of staff who have identified areas for improvement in their PE</li> </ul>	<ul style="list-style-type: none"> <li>£70.30 - equivalent to two afternoons for SH to give out and go through the new knowledge organisers and provide support to class teachers.</li> <li>£4000 top slice for Dan Bennett/JMAT support for AH, RP, SH.</li> <li>£35.15 - SH time</li> </ul>	<ul style="list-style-type: none"> <li>All members of staff have been able to follow, plan and teach from the new knowledge organisers. Lessons have been more successful and have shown good progression across the key stage.</li> <li>Teachers feel more confident in teaching floor gymnastics and tennis, although more work needs to be done on apparatus</li> </ul>	<ul style="list-style-type: none"> <li>Continue to monitor and assess the effectiveness of our new PE curriculum, ensuring that progression can be evidenced over the key stage.</li> <li>Create a floor book for PE across KS2 – Class teachers and SH to take photographs, videos (use QR codes in the book) and get children’s views on their learning in PE.</li> </ul>

<ul style="list-style-type: none"> <li>To have the tennis court markings re-painted so that teachers are able to teach Tennis effectively and discuss the game rules.</li> </ul>	<p>teaching and our ECT and PE coordinator.</p> <ul style="list-style-type: none"> <li>All teachers are to complete an updated PE CPD questionnaire. SH to review these and organise CPD as appropriate.</li> <li>SH to organise/lead some CPD sessions based on Gymnastics and Tennis.</li> <li>SH to be given time to complete lesson drop ins and talk to children about their learning in PE sessions.</li> <li>SH to attend online Tennis course from LTA and feedback to members of staff.</li> <li>Tennis court markings are to be repainted, ready for teaching our Tennis sessions.</li> </ul>	<p>(one hour) to complete and analyse the findings from the staff audit.</p> <ul style="list-style-type: none"> <li>£140.60 4 x hours – SH to prepare support resources and lead CPD in gymnastics and tennis in staff meetings.</li> <li>£140.60 2 x afternoon cover for SH release time. SH to do drop ins to PE lessons and provide feedback to teachers – starting with Gymnastics</li> <li>£175.75 – 5 hours - SH time to complete the LTA Tennis course and feedback to all members of staff. £250 resource voucher awarded upon completion of the course.</li> <li>£1000 tennis court painting.</li> </ul>	<p>work.</p> <ul style="list-style-type: none"> <li>All members of staff now know how their lessons fit in to the children’s KS2 PE journey and are aware of lessons prior and after.</li> <li>Our members of staff (particularly our ECTs) have an increased understanding and confidence in teaching hockey, athletics, gymnastics and tennis.</li> <li>Lesson drop ins/informal observations were judged to be at least good in at least 75% of our classes. Where weaknesses have been identified, SH and DB will work with teachers on addressing these, next year.</li> </ul>	<ul style="list-style-type: none"> <li>As we have a high turnover of staff next year, SH to do another CPD survey and identify areas where more training is needed.</li> <li>SH to continue to do lesson drop ins and work with teachers to improve teaching and learning.</li> <li>SH and DB to work on addressing identified areas of weaknesses.</li> </ul>
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<p><b>Key indicator 4: Broader experience of a range of sports and activities offered to all pupils</b></p>	<p>Percentage of total allocation: £5,506.05</p>
	<p>25.78%</p>

Intent	Implementation	Impact	
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<p><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:</b></p>	<p><b>Make sure your actions to achieve are linked to your intentions:</b></p>	<p><b>Funding allocated:</b></p>	<p><b>Evidence of impact: what do pupils now know and what can they now do? What has changed?</b></p>	<p><b>Sustainability and suggested next steps:</b></p>
<ul style="list-style-type: none"> <li>• To increase opportunities for outdoor learning and develop our nature area.</li> <li>• To purchase Curling and Volleyball equipment to run lunchtime and after-school clubs (if possible).</li> <li>• To arrange swimming lessons for both of our Y4 classes in the Summer Term, and possibly our Y6 children who missed the lessons due to the pandemic</li> </ul>	<ul style="list-style-type: none"> <li>• Develop outdoor area (previous wildlife garden) to increase physical opportunities/space to explore.</li> <li>• Purchase cutters and other equipment needed to trim back the hedges/grass and tidy up the nature area.</li> <li>• Increase woodland visits when allowed</li> <li>• Swimming sessions (and transportation to Aston) paid for, for all of our Y4 children.</li> </ul>	<ul style="list-style-type: none"> <li>• £500 for equipment needed.</li> <li>• £210.90 six hours cover for NP to sort out the nature area</li> <li>• £35.15 one hour for SH to research outdoor adventurous activities and ideas for outdoor active learning</li> <li>• Swimming lessons £2640</li> <li>• Transportation £2120</li> </ul>	<ul style="list-style-type: none"> <li>• Pupils are now able to go into the nature area and use it for lessons. This year, they have completed science work and artwork based on the nature area and have even started to do some woodland dances and tree hugging. Next year, we would like to build on these further.</li> <li>• More children know how to swim effectively and keep themselves safe in various water situations.</li> </ul>	<ul style="list-style-type: none"> <li>• Continue to develop our outdoor learning provision and the nature area – research different OAA activities, such as den building</li> <li>• Research external providers that can provide after-school clubs and in-school lessons based on alternative sports such as fencing, boxing, karate, yoga, street dance and ballroom dancing.</li> <li>• Set up a range of clubs for the children to participate in, both in school time and after school.</li> </ul>
<p><b>Key indicator 5: Increased participation in competitive sport</b></p>				<p>Percentage of total allocation: £536.10 2.51%</p>
<p><b>Intent</b></p>	<p><b>Implementation</b></p>		<p><b>Impact</b></p>	
<p><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:</b></p>	<p><b>Make sure your actions to achieve are linked to your intentions:</b></p>	<p><b>Funding allocated:</b></p>	<p><b>Evidence of impact: what do pupils now know and what can they now do? What has changed?</b></p>	<p><b>Sustainability and suggested next steps:</b></p>

<ul style="list-style-type: none"> <li>• To provide children with opportunities to take part in a wide variety of competitions.</li> <li>• To explore ways of providing further intra school sporting competitions</li> <li>• To organise and run a whole school sports day (for the first time in two years) and invite parents along. Ensure that races run smoothly and the timings go to plan.</li> </ul>	<ul style="list-style-type: none"> <li>• SH to organise and run various intra-school competitions over the year: hockey, football, cricket, orienteering, rounders and athletics.</li> <li>• Track children’s participation in festivals on the data collection spreadsheet.</li> <li>• Children to participate in competitions and improve their team-work skills and work on their own self-belief, honesty, passion, determination and respect.</li> </ul>	<ul style="list-style-type: none"> <li>• £421.80 - 6 x afternoons (one per half time) SH to organise and run intra-school competitions for hockey, football, orienteering, rounders and athletics.</li> <li>• £44 - LW to organise and run intra-school competition for cricket.</li> <li>• £70.30 – Two hours for SH to organise and run our annual sports day. Time needed to timetable, set up and organise.</li> </ul>	<ul style="list-style-type: none"> <li>• 99.08% of our children have taken part in intra-school competitions this year.</li> <li>• 99.5% of our pupils took part in our annual sports day, competing to win points for their colour groups.</li> </ul>	<ul style="list-style-type: none"> <li>• Encourage participation in events/competitions by awarding prizes for the best and most improved sportsman/woman in each class.</li> <li>• Purchase appropriate prizes.</li> </ul> <p>NB: Wales High School were not able to offer a competition programme this year due to staffing commitments, however, the inter-school competition programme will start again next year.</p> <ul style="list-style-type: none"> <li>• SH to work with the staff at WHS and encourage children to take part in the inter-school festivals.</li> </ul>
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<b>Signed off by</b>	
Head Teacher:	<i>J. Elstone</i>
Date:	<i>23/07/2022</i>
Subject Leader:	S. Hall
Date:	<i>22/07/2022</i>
Governor:	<i>J. Reper</i>
Date:	

Created by:  **association for Physical Education**  **Active Partnerships**  **YOUTH SPORT TRUST**

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