

Evidencing the impact of the Primary PE and sport premium

Website Reporting Tool

Revised May 2021



Commissioned by the
Department for Education

Created by



It is important that your grant is used effectively and based on school need. The [Education Inspection Framework](#) (Ofsted 2019 p64) 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 criteria](#) (p41) inspectors consider the extent to which schools can articulate their curriculum (INTENT), construct their curriculum (IMPLEMENTATION) and demonstrate the outcomes which result (IMPACT).

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:

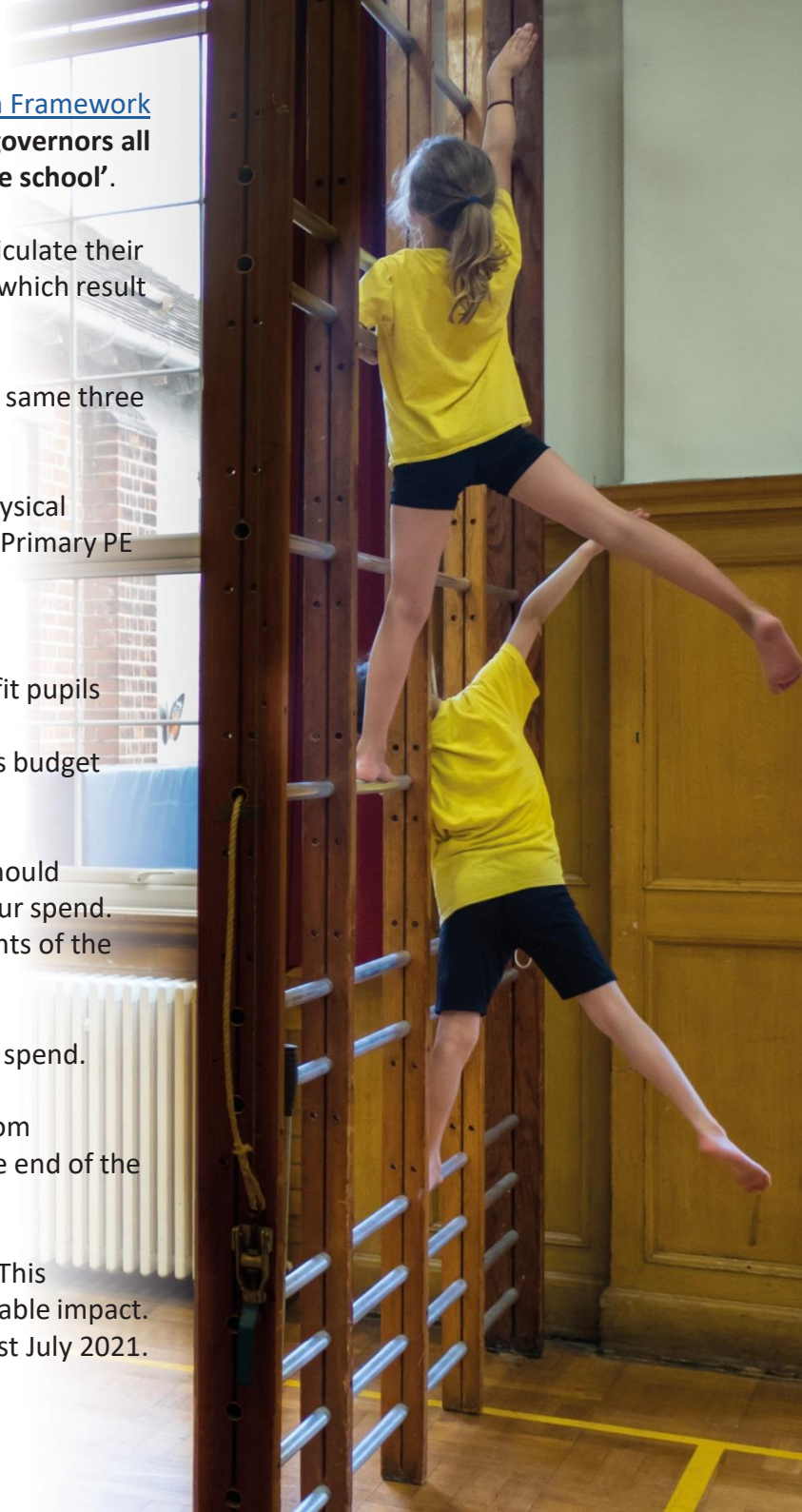
- Develop or add to the PESSPA activities that your school already offer
- Build capacity and capability within the school to ensure that improvements made now will benefit pupils joining the school in future years
- The Primary PE and sport premium should not be used to fund capital spend projects; the school’s budget should fund these.

Please visit gov.uk 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 by the end of the summer term or by **31st July 2021** at the latest.

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](#).



Support for review and reflection - considering the 5 key indicators from DfE, what development needs are a priority for your setting and your pupils now and why? Use the space below to reflect on previous spend and key achievements and areas for development.

N.B. In this section you should refer to any adjustments you might have made due to Covid-19 and how these will influence further improvement.

Key achievements to date until July 2022:	Areas for further improvement and baseline evidence of need:
<ul style="list-style-type: none"> • K11: Prior to lockdown, an extensive extra-curricular programme of events provided (both after school and at lunchtimes) on top of 2 hours timetabled curricular PE and well attended. • K13: ECTs continue to have weekly timetabled time with PE specialists to support them with planning and teaching of PE to raise confidence. Whole school PE Scheme of work has been purchased and linked in to PE Curriculum Map in order to support staff in delivering high quality PE lessons. • K14: PE provision fully inclusive with children with specific physical needs being supported one-to-one in both lessons and extra-curricular clubs making sure all children can access the learning. A broad range of sports and clubs are provided in order to appeal to all children. • K15: School achieved Gold in the School Games for 2021/2022 recognising continued hard work in school providing opportunities for children to participate in activities and competitions. 	<ul style="list-style-type: none"> • K11: Support teachers in delivering lessons which respond to impact of lockdown on children’s mobility, baseline fitness and social isolation. Also support teachers in getting children active at playtimes (introduce play leaders). Post Covid-19 restrictions, work with SLT to get extra-curricular programme of events back in place and Playground Leaders up and running to promote physical activity. • K12: Raise profile of PESSPA through promoting School Games Values in lessons and rewarding children with certificates in assemblies. • K13: Increase staff confidence in teaching PE – signpost staff to any online CPD training that can support their training needs. • K14: Auditing what activities children want to do for extra-curricular clubs. • K15: Increase intra school competition between classes through PE specialist (timetabled to work with each year group) setting challenges and ‘personal bests’ introducing competition between classes in each year group. Explore ways to increase participation in competition through providing further intra school sporting competitions at lunchtimes

Did you carry forward an underspend from 2019-20 academic year into the current academic year? **NO** *
delete as applicable

Total amount carried forward from 2020/2021 £0
+ Total amount for this academic year 2021/2022 £17,650
= Total to be spent by 31st July 2022 £17,650

<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 transfer to the pool when school swimming restarts.</p> <p>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.</p>	
<p>What percentage of your current Year 6 cohort swim competently, confidently and proficiently over a distance of at least 25 metres?</p> <p>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 2021.</p> <p>Please see note above.</p>	67%
<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>	58%
<p>What percentage of your current Year 6 cohort perform safe self-rescue in different water-based situations?</p>	69%
<p>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?</p>	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: £17,650		Date Updated: 28.7.22	
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?:	
We want to provide effective provision for children to become active outside of the timetabled PE curriculum e.g. play times, active lessons, daily mile, brain brakes, Take 10 etc, After School Clubs	Annual equipment inspection		£290	Equipment inspected and repaired/replaced as necessary.	
	Replenish sporting equipment - Buy necessary equipment for after school sports clubs. Restock playground equipment to ensure children remain active at break and lunch times.		£426	All teachers are providing an opportunity throughout the day for children to be active during curriculum time. E.g. Take, daily mile, active maths and phonics	
	Increase outdoor physical activity opportunities for EYFS children.				
	Provide extra-curricular opportunities if possible that provide a range of experiences				
	Train Y5 Playground Leaders to deliver activities with KS1			6 x Y5 Playground Leaders are run activities every lunchtime which have been well attended and PLs have developed leadership skills.	
				Sustainability and suggested next steps:	
				Continue to monitor and inventory equipment.	
				Provide further opportunities for daily physical activity (including at the beginning of each day) to address childhood obesity and promote positive mental health. E.g. Take 10, daily mile, active maths and phonics, JMAT YouTube channel, Cosmic Yoga.	
				Current Y5 Leaders to help select and train y4 children to be next year's pL.	

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:	Sustainability and suggested next steps:
We want to improve planning and assessment throughout school to provide consistent, effective teaching.	Annual national curriculum linked PE subscription service. Use Val Sabin planning and assessing tools to deliver high quality progressive lessons. JMAT PE Lead to assist in Assessment and feedback.	£129 £1000 DB	Evidence of impact: what do pupils now know and what can they now do? What has changed?: Plans downloaded and filed for every sport and year group. The online tool is also available: www.peplanning.org.uk PE curriculum map was updated to ensure coverage of a variety of sports and physical activities.	Progression maps and curriculum maps to be shared and followed. PE Coordinator to ensure all classes have the correct year group resources for all sports and PE planning folders. Regular monitoring checks will be made to ensure curriculum content is covered.

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	Make sure your actions to achieve are linked to your	Funding allocated:	Evidence of impact: what do pupils now know and what	Sustainability and suggested next steps:

and be able to do and about what they need to learn and to consolidate through practice:	intentions:		can they now do? What has changed?:	
We want to improve subject knowledge of Leaders and teachers in order to improve the quality of PE in school through organised CPD opportunities.	Embed the use of the Val Sabin PE scheme of work	£1000 DB	JMAT's PE specialist Dan Bennett providing high quality PE lessons and extra-curricular activities to KS2 children and ECT support.	Teachers work with Dan to deliver PE lessons and assess children's abilities.
	PE specialist leads planning / assessment support with ECT and teachers supporting them in those areas they would like to develop skills.	£3000 DB		
	Subject leader to attend 1x half day co-ordinator training days.	£3175	Coach Nathan from Kixx delivering high quality PE lessons and after school clubs to KS1 children.	Teachers work with Coach Nathan to deliver PE lessons to EYFS and KS1 and after school opportunity for KS1.
	Signpost staff to 'Beyond the Physical' CPD platform to relevant training.	£60	Knowledge and skills gained used to improve curriculum progressions maps, content and delivery.	Subject Leader dates for 2022/2023 to be booked.
		Free		

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:

We want to improve motivation of children across all curriculum areas through a variety of sports and exercise as an engagement tool.	Y6 children to attend OAA residential.	£510	Y6 children experienced a residential in an OAA setting.	Provide opportunities for children to participate in a variety of sports that they may not have experienced before within PE lesson and after school clubs. Transfer some skills in to curriculum where appropriate.
	MAD Education Day September 2021 KS2	£960	Key Stage 2 children experience a range of different team building activities.	
	Circus Sensible September 2021 EYFS and KS1	£360	EYFS and Key Stage 1 children experience a range of alternative co-ordination and physical movement skills.	

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:
We want our children to set themselves personal goals and challenges. We want our children to access and be involved in as many competitions as possible	Within PE lessons, children to carry out initial challenges on which they can then improve upon throughout the term. PE team to work with JMAT PE lead to explore competitive opportunities both intra and inter-school (Football Week, Sports Day etc)	£1000 DB	All children in school took part in Football Week GameOn! As well as Sports Day. Children learned the School games values of determination, honesty, passion, respect, self-believe and teamwork. Upper KS2 football teams took part in the JMAT Football League and Totty Cup. Our Y5/6 Girls football team won the first Girls Totty Cup.	Host intra sporting events to give all children an opportunity to participate in competitive sports and take part in JMAT/Pyramid-wide/School Games festivals and competitions. Encourage more girls football to retain the Girls Totty Cup. Training for our Football Club Coaches

			School Games Gold awarded for 2021-2022	Retain Gold Mark
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Signed off by	
Head Teacher:	
Date:	
Subject Leader:	Hannah Asquith
Date:	28.7.22
Governor:	
Date:	