

# 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.

**Swimming Data**  
Please report on your Swimming Data below.

Total amount carried over from 2019/20	£6308
Total amount allocated for 2020/21	£19950
How much (if any) do you intend to carry over from this total fund into 2021/22?	£2372.27
Total amount allocated for 2021/22	£19950
Total amount of funding for 2021/22. To be spent and reported on by 31st July 2022.	£22322.27

<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>	
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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	73%
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	73%
<b>What percentage of your current Year 6 cohort perform safe self-rescue in different water-based situations?</b>	50%
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?	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.

<b>Academic Year:</b> 2020/21	<b>Total fund allocated:</b>	<b>Date Updated:</b>	
<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			Percentage of total allocation: 30%
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?:
Encouraging children to lead more active lives throughout the day and enable time for active movement in addition to PE	Daily Mile introduced across the school. Children complete mile everyday	£0	Children have had increased opportunity to partake in physical activity
			Sustainability and suggested next steps:
			Continue with Daily Mile. Examine other initiatives for active movements/

Creating movement opportunities throughout the curriculum and cross curricular links	West End in Schools Bringing Books to Life workshop	£998	Children and teachers improved physical movement within English/reading lessons. Children engage and see value of dance and reading	Staff training to further incorporate dance into wider curriculum
Create more active play/lunchtimes based on recommendations from Better Lunchtimes Mark	Zoning equipment used to zone off playground in order to structure active playtimes	3031	Playtimes given more structure and value. Easier to manage for staff	CPD for staff and children to be play leaders

Balance Bikes for EYFS and Year 1 need helmets to ensure safety.	Helmets bought for EYFS and year 1	291.60	Youngest children able to engage in safe cycling within school	Extend cycling provision up school
Ensure Sports Leaders are in place to improve playtimes	Children trained as sports leaders to deliver playground games etc. Training from Young Leaders Academy	2750	31 Children engaged in sports leadership and taking lead on active playtimes	Continue to develop sports leaders within school
Equipment for children to access active playtimes	Work with Sports Leaders to provide quality equipment to support active playtimes and lunchtimes.	2393.32		

<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:
				10%
<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:
Give children involvement in PE life skills and learning	Access to PE Life Skills Award from Youth Sports Trust	£349	Staff confident with delivering PE life skills	Further staff development, more children to access

Celebrate Commonwealth Games and Schools Sports Week	West End in Schools Commonwealth Games Dance Workshop.	998	School Sport and activity profile being raised and celebrated.	More experiences for children in school sports
Celebration through sports day	Resources and awards for sports day to help celebrate sport	100	Sports Day seen as celebration of sport for all children in school	More experience and celebration of school sports
Planning for teachers to deliver good quality PE	Access to The PE Hub lesson plans	367.50	Teachers confident to deliver high quality PE lessons.	CPD opportunities. Quality assurance
After School Provisions extended	After school dance club funded for first half term	350	Children engaged well with dance club and numbers continued after initial funded places	Extend extracurricular provision



Key indicator 3: Increased confidence, knowledge and skills of all staff in teaching PE and sport				Percentage of total allocation:
				40%
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:

Ensure Staff are fully trained in variety of PE skills	Premier Education delivered high quality tennis CPD to year 2 and 6.	£954	Staff reported more confidence in teaching tennis with children	Further CPD opportunities. Quality assurance
Ensure Staff are fully trained in variety of PE skills	Premier Education delivered high quality gymnastics CPD to year 2 and 6	255	Staff reported more confidence in teaching gymnastics with children	Further CPD opportunities. Quality assurance
Extend knowledge and understanding with PE lead	PE lead attendance at Northamptonshire Sport PE Conference	150	PE lead gained ideas, contacts and training to bring back to school	Opportunities arisen to work with variety of CPD providers, including those listed above.


Supporting of new pe lead	Access to High Quality Sustainability Package for new PE lead	2500	Support for new PE lead in taking over subject and managing effectively	Continued CPD to develop PE lead
CPD need to deliver orienteering	Staff training by Josh Jenner to deliver and understand orienteering in schools.	500	Staff more confident in delivering quality orienteering and moving that into wider curriculum	Quality assurance. Assess impact and further CPD needs

Key indicator 4: Broader experience of a range of sports and activities offered to all pupils				Percentage of total allocation:
				16%
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:
Orienteering to be introduced across the curriculum	Mapping and resources from Josh Jenner orienteering. Including a coaching day for KS2 children to experience orienteering	£3770	Children engaged with orienteering, staff training and resourced.	Continue to develop orienteering across curriculum



Tae Kwon Do sessions	Children involved in Tae Kwon Do sessions within PE delivery.	1080	Children across a variety of years groups experience high quality Tae Kwon Do instruction from leading practitioner.	Introduce martial arts into curriculum?
High quality dance/musical theatre	Silhouette Youth Theatre providing dance workshops for all year's groups to engage in dance	300	Children engaged in dance and musical theatre. Inspired to take up in own time	Extend dance further into cross curricular opportunities.
<b>Key indicator 5: Increased participation in competitive sport</b>				Percentage of total allocation:
				2%
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:
Trust competition, entering children	Children attended Trust Olympics competition. Transport to and from the event and trophies awards etc.	£465	Children across school engaged with trust competition. As a school finished second	Wider range of competitions and opportunities to experience competitive sports.

Signed off by

Head Teacher:	 Sarah Sanders – Interim Associate Principal
Date:	
Subject Leader:	Genevieve Kovacs
Date:	
Governor:	
Date:	