

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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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 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	£0
Total amount allocated for 2020/21	£16,000
How much (if any) do you intend to carry over from this total fund into 2021/22?	£0
Total amount allocated for 2021/22	£16,660
Total amount of funding for 2021/22. To be spent and reported on by 31st July 2022.	£16,660

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>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>	N/A – As a first school, we do not have year 6 pupils.
<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>	%
<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>	%
<p>What percentage of your current Year 6 cohort perform safe self-rescue in different water-based situations?</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 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:	Date Updated:	
<p>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</p>				<p>Percentage of total allocation: 30% (Forest School could also be included in K11)</p>
Intent	Implementation		Impact	
<p>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:</p>	<p>Make sure your actions to achieve are linked to your intentions:</p>	<p>Funding allocated:</p>	<p>Evidence of impact: what do pupils now know and what can they now do? What has changed?</p>	<p>Sustainability and suggested next steps:</p>
<p>All children should experience regular physical activity beyond the curriculum</p>	<p>Develop active learning in other curriculum areas (maths)</p> <p>Encourage healthy lifestyles in school through assemblies, visitors and PSHE lessons. Children use the school garden to grow own vegetables and fruit.</p>	<p>£1000</p>	<p>Children increasing knowledge of maths as well as increasing fitness</p> <p>Children aware of healthy eating, growing own fruit and vegetables and aware of cooking from scratch</p>	<p>Cooking facilities and support with teaching cooking from scratch.</p>
<p>Ensure that every child receives at least 2 hours of weekly, high quality Physical activity and education provision throughout the year</p>	<p>An outside provider supports teachers and teaching assistant to support their classes including nursery</p>	<p>£4000</p>	<p>Teachers and teaching assistants confidently lead PE lessons across the school including nursery</p>	<p>Investment in a further PE scheme to support with all areas of the PE curriculum.</p>

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Key indicator 2: The profile of PESSPA being raised across the school as a tool for whole school improvement				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:
Ensure that breaktimes are calm and purposeful by providing opportunities to engage in physical activity	Provide good quality equipment for children including a climbing frame to support gross motor skills	£2000	Children play in zoned areas according to their interests. They organise activities and games, supported by play leaders. Children enthusiastically volunteer to join in with competitive sport such as football or cross country. The children are well supported in the community. Children attend Standon Bowers to experience rock climbing, bouldering, team games etc	Playground markings to further enhance breaktimes
Maintain the high profile of sports and physical activity within the school and community	Enter competitions and festivals against other schools. Purchase sports kit to inspire children and galvanise parents to support children			More opportunities to join in competitions at area level – climbing competitions, hockey, rugby etc
Provide visits and trips for children to experience activities that they would not usually experience	Attend outdoor education centres to experience a range of activities			Residential experiences
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:

Continual professional development of staff, including teaching assistants and lunchtime supervisors. Replacement of equipment for playing sports (e.g. new goalposts)	Staff learning from coaches, observing and being supported with planning and key concepts. PE leader to attend updates and CPD	£2000	Staff teach sport across the PE curriculum.	Further CPD to include new sports and activities
Key indicator 4: Broader experience of a range of sports and activities offered to all pupils				Percentage of total allocation: 45% (Forest school is also KII)
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:
Additional achievements: All children receive yoga instruction throughout the school day to help maintain fitness and also to ensure they are equipped with strategies to maintain a good level of mental wellbeing.	All children have received 1 hour of instruction per week. As a result 80% of children have also attended an after school club to further develop their mindfulness and yoga skills.	£ 600	Through discussion with parents and children, children are able to regulate their emotions more easily and have vocalised strategies to keep calm, or to settle anxieties.	
All children experience a high quality forest school environment and benefit weekly from learning outdoors, being fit and active and developing team skills and resilience	All children have a forest school session weekly. A forest school leader coaches staff to support the sessions. Children are active in all weathers and learn to appreciate the outdoor environment as well as be active throughout the session.	£7000	Children understand the importance of being active. They work together to solve problems and develop strong team work. Children monitor their steps and activity, covering 3/4000 steps in a session.	Develop forest school into after school clubs and involve parents for community involvement, or outside groups such as the local toddler group

Key indicator 5: Increased participation in competitive 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:
Involve all children across the school in competitive sport.	All children to experience a competitive sports day – including nursery. Compete with other local schools in the Stone area	£2000	Children have proudly represented the school and experienced games played both home and away. They are enthusiastic to represent the school at any sport and parents are also very supportive.	Further links re girls football are being made locally. Less well known sports/games to be provided for further experience such as golf and “quidditch”. Pupil voice expresses interest in a variety of sports and activities.

K Wilson, Headteacher
J Lord, Chair of Governors