

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](#).

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Details with regard to funding

Please complete the table below.

Total amount carried over from 2019/20	£6893
Total amount allocated for 2020/21	£18410
How much (if any) do you intend to carry over from this total fund into 2021/22?	£6483
Total amount allocated for 2021/22	£18360
Total amount of funding for 2021/22. To be spent and reported on by 31st July 2022.	£24843

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: £25085	Date Updated:		
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: %100
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:
<ul style="list-style-type: none"> To engage all children in regular physical activity Use initiatives and purpose to engage children in physical activity Use equipment to promote enjoyment in playtime and lunchtime physical activity Engage children in physical activity discreetly throughout their learning day 	<ul style="list-style-type: none"> children will take part in playtime and lunchtime activity (Year 1 - through use of equipment bag and Year 2 - through use of playground zones) A range of equipment will be available for all children to use and will be audited and replenished on a regular basis Repairs to climbing equipment will now enable physical activity to resume during playtimes and lunchtimes Sports Plus to work with children weekly during lunchtime clubs engaging and motivating them in physical activity. This will be linked to a curriculum area 	£ 17550 - sports plus provider £700 - Equipment inspection £2000 - resources £4835 - subject leader release time		

	<p>also</p> <ul style="list-style-type: none"> - Brain breaks to be used regularly throughout the day in classrooms to support gross and fine motor strength, as well as supporting learning engagement - EYFS to have outdoor provision which promotes physical education (cycle track, equipment trolley, climbing frame and trim track) - Sports Plus to support children in extra physical education sessions weekly. - Re-establish Wake Up Shake Up sessions for whole school to be used at the start of the day, in class. This will be done through pre-recorded videos - Support for staff including lunchtime supervisors to promote safe play outside and engage children in physical games and activity - clapping games to be taught to children to support motor skills in children - Resources to be audited on a regular basis and for an equipment check to be completed by outside provider - Continue to promote sports star of the week initiative and 			
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	<p>children to celebrate this with a certificate, wrist band and trophy for the class</p> <ul style="list-style-type: none"> - Observations and Learning Walks to take place throughout the year to monitor children enjoyment and engagement - Pupil voice to evidence the impact of extra physical activity - Staff questionnaires to be sent out to gain an overview of what works for us as a school 			
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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: 99%
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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: £24595	Evidence of impact: what do pupils now know and what can they now do? What has changed?:
<ul style="list-style-type: none"> -Use initiative to promote children’s engagement in physical activity - Continue to be a YST member and monitor PESSPA against quality mark - Celebration assembly each week to celebrate the sports star of the week - P.E subject display demonstrating PESSPA in school - PE subject page on website 	<ul style="list-style-type: none"> -Resources to be used to engage children in physical activity at playtimes and lunchtimes -Sports Plus to provide lunchtimes and after school clubs to promote PESSPA in school -Star learner assembly to ensure it has a sports star each week for year 1 and 2, ensuring that children have a certificate, wrist band, trophy for the classroom and their photo displayed on the PE display - PE coordinator to use 	<ul style="list-style-type: none"> £2000 - resources £4835 - subject leader release time £ 17550 - sports plus provider £210 Youth sports trust 	Sustainability and suggested next steps:

	<p>the YST website to keep updated with guidance on PESSPA in school and relay to teachers where necessary.</p> <ul style="list-style-type: none"> - PE Coordinator to monitor PESSPA against YST silver quality mark guidance and adapt to achieve the silver quality mark (providing COVID limitations do not restrict this). -Newsletter to inform parents of PESSPA in school - PE subject page on website to include physical activity videos for children to carry out at home. - Remote timetables to include PA that can be carried out at home for any child self-isolating -School to take part in Active Lives Survey and receive a report on the physical activity of children in our school -Cross curricular links to be made with physical activity -Positive relationships between Sports Plus Coach to help promote a love for physical activity -Subject leader presence to be had throughout school so children can be praised for physical activity 	membership		
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Key indicator 3: Increased confidence, knowledge and skills of all staff in teaching PE and sport				Percentage of total allocation:
				%19.46
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: £4835	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?:	
<p>-Improved quality of children's physical education in Key Stage 1 to ensure they are competent and confident.</p>	<ul style="list-style-type: none"> -PE coordinator to use YST to keep teachers up to date with PE news. -PE subject leader to meet with a broad range of pupils to talk about their PE lessons and to ascertain their knowledge and understanding of the subject. - PE coordinator and teachers to discuss positive outcomes and what areas there are for development. -Questionnaires to be sent to all teaching staff to monitor subject knowledge and confidence. -Pupil voice to be carries out to ascertain children's subject knowledge and understanding. -Learning walks to take place to monitor the quality of children's physical education in KS1 -Subject Leader to support staff in planning of PE sessions -Move forward with staff CPD using sports provider -Ensure staff are sharing learning objectives and key vocabulary with children in P.E sessions Monitoring of planning to ensure it covers our Chris Quigley key skills - PE coordinator to 	<p>£4835</p> <p>Subject leader release time</p>		

	access online CPD from the YST and Educare			
Key indicator 4: Broader experience of a range of sports and activities offered to all pupils				Percentage of total allocation: 70.64%
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: £17550	Evidence of impact: what do pupils now know and what can they now do? What has changed?:	Sustainability and suggested next steps:
Additional achievements: To continue to offer a range of activities within and outside the curriculum in order to get more pupils involved and encourage high levels of activity.	-Sports Plus to provide lunchtime clubs for Year 2 children -Sports Plus to provide after school clubs based on the sports interests of children -Brain breaks and wake up shake up to be implemented into the daily timetable -Sports week to be accessed by KS1 and EYFS to celebrate sporting achievements around the world and link to school values -Pupil voice to monitor the enjoyment and engagement of the range of sports and activities offered to children. -Lessons/sessions to be linked to a particular sport or sport star	£ 17550 - sports plus provider		

Key indicator 5: Increased participation in competitive sport			Percentage of total allocation:	
			19.63%	
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: £4835	Evidence of impact: what do pupils now know and what can they now do? What has changed?:	Sustainability and suggested next steps:
-Introduce the participation of KS1 in competitive sports. - Increase the amount of girls participating in competitive sport	-Internal dance competition to take place in Spring Term -Lessons to be linked to a competitive sport/sport star -football goal to support competitive sports promotion at play and lunch -Girls goal to be accessible for girls at play and lunch -build connections with local schools to run more external competitions -Have a boy and girl sports star in star learner assemblies.	£4835 Subject leader release time		

Signed off by	
Head Teacher:	D.Walker
Date:	24.11.21
Subject Leader:	Alice Gregory
Date:	24/11/21