

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



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	£19471
How much (if any) do you intend to carry over from this total fund into 2021/22?	£7716
Total amount allocated for 2021/22	£ 19, 450
Total amount of funding for 2021/22. To be spent and reported on by 31st July 2022.	£27166

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>	
<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 2020.</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>	Yes/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:		
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	Funding allocated:	Impact	Sustainability and suggested next steps:
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:		Evidence of impact: what do pupils now know and what can they now do? What has changed?:	
To ensure children have 2 x 1 hour quality PE sessions each week (using PE passport.)	Purchase essential equipment to enable a wide variety of sports to be taught effectively	£775.89 £612.85	New sports equipment purchased has resulted in increased participation in lessons and improvement in skills - due to more children having equipment fit for purpose.	PE and sports lead to monitor equipment usage and ensure any equipment that is damaged is replaced. Staff to receive training on the use of equipment
To engage children across the school in extra curricular fitness. To give children an opportunity to build their physical stamina by providing a free inclusive running club to all of KS2	Mile Friday (Manley park runners) Sports lead to provide weekly morning meets to enable children to run a 1 mile distance. Promote in school and on parent hub. Create Register on PE Passport to track pupil attendance. Create reward attendance- Bronze 5 miles, Silver 10 miles, Gold 15 miles. Make links to local park runs-Seymour Park/ Longford Park/Alex Park Boom box to motivate and inspire and increase the number attendees	£1580	On average 70 - 80 children regularly attend weekly mile running club. Children have shown an increase in physical stamina and all running club members are able to run a mile without stopping Many running club members are attending local park runs and other running clubs and activities outside of school as a result of accessing mile a week	Continue to promote running club across key stage 2 and encourage the new year 3 cohort to engage. Continue to encourage children to access local park runs arranging meets where possible. Provide new incentives to encourage more children to join the club and exercise regularly.

<p>To provide children an opportunity to engage in sport and physical fitness activities during lunch times and break times.</p>	<p>Provide sports coaches at lunchtimes across KS2 to coach a variety of sports and physical activities.</p> <p>Sports coaches will develop children's ability and skills as well as prepare children for competitions against other local schools</p> <p>5 a day membership will promote active exercise in class on a daily basis - (targeted at EYFS and KS1)</p>	<p>£13,160</p> <p>£528</p>	<p>All children have access to a range of fully coached sporting activities during lunch times.</p> <p>All children are encouraged and assisted in completing a minimum of 30 daily active minutes.</p> <p>Increased participation in physical activity. EYFS engaged in a range of active sessions in continuous provision. In KS1 5 a day used successfully as an active break throughout the day to aid focus of children with their learning.</p>	<p>Continue to provide high quality sports coaching across the school.</p> <p>Organise targeted groups for involvement with emphasis on PE skills, being active.</p> <p>Provide key stage 1 with sports coaches 2 days a week.</p> <p>Play leaders to be trained on effective use of school equipment to ensure high quality break/ lunchtimes. Develop in KS1</p> <p>Quality playground equipment especially for KS1 with focus provided by sports coach</p> <p>Continue to promote 5 a day across the whole school.</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:

%

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>To create and promote a positive and dedicated attitude towards PE across the whole school.</p>	<p>Provide staff with suitable and appropriate PE uniform to promote and instil pride in PE across the school</p>	<p>£522</p>	<p>All staff use these resources. Role modelling and good practise along with the promotion of PE</p>	<p>Re order and maintain high standards across the school.</p> <p>Ensure PE high profile in newsletters and on website</p> <p>Further CPD training on new curriculum and PE passport</p> <p>Apply for sports mark</p> <p>Re introduce PE Sports, Health and Wellbeing council</p>

<p>To improve the gross motor and fine motor skills of EYFS children</p>	<p>Development of Physical Development area of learning with clear progression of skills and knowledge</p> <p>Purchase both gross motor and fine motor resources for indoor and outdoor provision within the Early Years</p> <p>Plan and deliver gross motor and fine motor interventions for targeted groups of children</p>	<p>PE Leader time</p> <p>Equipment-</p> <p>£2660.97</p>	<p>Staff confident to plan the correct progression of physical skills, using the correct resources.</p> <p>Children engaging with both the gross and fine motor resources.</p> <p>93 % of children in Reception achieving both PD ELGs</p> <p>85% of children in Nursery achieving end of nursery expectations</p>	<p>Purchase training and resources to develop pre writing skills eg 'write dance' or 'squiggle while you wriggle'</p> <p>Assess new children in Early Years and plan interventions as needed.</p>
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<p>Key indicator 3: Increased confidence, knowledge and skills of all staff in teaching PE and sport</p>				<p>Percentage of total allocation:</p> <p>%</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>To ensure all staff are confident when delivering PE and be in a position that all PE lessons enhance the skills and knowledge of all pupils</p>	<p>Primary PE passport membership purchased to support to staff in delivery of high quality PE including activities and differentiation.</p> <p>2 X I pads purchased (1 for each site,) to ensure teachers have access to PE passport whilst delivering lesson and are able to record on the spot data.</p> <p>PE CPD for all teachers with PE Passport staff and with PE lead</p> <p>Develop PE Curriculum</p>	<p>PE Lead time</p> <p>£1065</p>	<p>All staff are delivering high quality PE lessons in line with both the curriculum and PE passport.</p> <p>Progression is clear within both year groups and key stages</p> <p>Staff feel confident in teaching sport specific skills.</p> <p>Staff are able to effectively record data and use it to inform future planning</p> <p>Staff voice has input into shaping curriculum for next year.</p>	<p>Continue with subscription to PE Passport.</p> <p>Provide external PE passport training to all new staff.</p> <p>Regular monitoring of quality and delivery of PE sessions.</p>

	Forest school training for staff		PE Curriculum embedded with a clear curriculum map across all phases	
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:
Give extra curricular sporting opportunities available to PPG children	6 x school funded karate places- Infants/Juniors	£420	PPG children provided the opportunity to participate in a club which enhances physical fitness as well as promoting self discipline and a positive mindset. Boosted attendance of children on days when clubs were taking place	Continue to offer funded places to PPG families offering a range of clubs and targeting PPG children with poor attendance.
Provide a range of sports clubs and extracurricular activities to promote sport within the school as well encourage an active lifestyle to all children. To give children the opportunity to develop their sporting/ physical skills further	Menu of extra curricular clubs available to children including: Weekly: Netball Football Dance Yoga Health and fitness Running Athletics Karate	Equipment and resources: £932.94	Increased number of children accessing clubs on offer (see attendance registers.) Increased number of children engaging in competitions Overall increase in daily active minutes across the school. Increased enthusiasm for sports across the school	Continue to offer a variety of extra curricular sporting/ fitness clubs. Make links with local sports clubs to encourage children to further develop their skills outside of school.

<p>Provide training for sports coach to become a qualified boxercise childrens instructor in order to offer this as an afterschool club offer to develop fitness of children.</p>	<p>Sports lead has completed a 2 day course and passed.</p> <p>In the process of setting up a children's boxercise class with the view of also setting up a free parent class to engage the wider community</p>	<p>Course fee</p> <p>£219</p>	<p>Increase the range of sport clubs available at school.</p> <p>Engage children in a new type of sport</p> <p>Engage children who are reluctant to participate in other physical or sporting activities</p>	<p>Ensure a weekly boxercise club takes place throughout the year for children</p> <p>Set up a weekly, free parent boxercise class</p>
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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:
<p>Provide children with the opportunity to access competitive events at an appropriate level to develop confidence and social skills required for competition: learning to lose, being gracious when successful.</p> <ul style="list-style-type: none"> - Intra competitions each half term - class/ year group - Informal level 2 competitions - touring teams, friendly fixtures - Level 2 competitions for inspire and excel. - 	<p>Membership of MPEA</p> <p>Enter a variety of competitions based on sporting clubs at school.</p> <p>Promote competitions and results in whole school assemblies - highlighting school values as well as competition focus.</p> <p>Use of videos to share appropriate sporting behaviour.</p> <p>Minibus insurance/ tax and petrol</p>	<p>MPEA</p> <p>£900</p> <p>Minibus</p> <p>£1473</p>	<p>Across the year - KS2 took part in 16 external sporting competitions this academic year</p> <p>Increased participation has enhanced the sporting reputation of the school into the wider community.</p> <p>Children showing deepened commitment during PE sessions in order to be considered for competitions.</p> <p>Children inspired to practise sporting skills and enhance fitness levels outside of school in preparation for competitions.</p>	<p>Continue to enter the school in external competitions</p> <p>Increase the amount of intra competitions every half term. Give year 3 and 4 more opportunities to take part in external competitions next year.</p>
To provide every child with the opportunity to take part in a sporting competition through hosting a whole school sports day at Longford Park Stadium.	<p>Plan and implement sports day at Longford Park stadium.</p> <p>Provide a range of sporting activities and competitive races for children to take part in.</p> <p>Invite parents and families to attend</p> <p>Provide coaches to transport KS1 to the stadium</p> <p>Celebrate winning teams with medals</p>	£1439	<p>All children were able to take part in a whole school competition</p> <p>Children were given the experience of competing in a sporting arena</p> <p>Children had the opportunity to demonstrate school values as they worked in mixed year groups</p> <p>Children were able to develop new skills due to the sports on offer such as disc throwing, javelin and hurdles</p> <p>Increased enthusiasm and motivation to take part in sport in and outside of school</p>	Make sports day at Longford Park an annual event.

Signed off by	
Head Teacher:	
Date:	
Subject Leader:	
Date:	
Governor:	
Date:	

Surplus: £877.35