

# 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](http://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 2022. 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	£8500
Total amount allocated for 2020/21	£29100
How much (if any) do you intend to carry over from this total fund into 2021/22?	£4379.50
Total amount allocated for 2021/22	£25,149.50
Total amount of funding for 2021/22. To be spent and reported on by 31st July 2022.	£24,229.12

## 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><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>	76%
<p>What percentage of your current Year 6 cohort swim competently, confidently and proficiently over a distance of at least 25 metres?</p> <p><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 2022.</p> <p>Please see note above</p>	82%
<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>	64%
<p><b>What percentage of your current Year 6 cohort perform safe self-rescue in different water-based situations?</b></p>	82%
<p>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?</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: 18.7.22	
<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: 37%
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?	
<ul style="list-style-type: none"> <li>Sports leaders-to develop leadership skills amongst UKS2 children to run sporting activities during break times and lunchtimes. Children will also run intra-school competitions.</li> <li>Daily mile</li> <li>2 hours of high quality PE a week-while in school.</li> <li>Installation of outdoor gym</li> <li>CPD for staff</li> <li>New sports equipment</li> </ul>	<ul style="list-style-type: none"> <li>Sports leaders to run sessions at lunchtime with the dinner supervisors</li> <li>Re-introduce daily mile</li> <li>Teachers to be invited to CPD opportunities.</li> <li>Access to outdoor gym equipment to increase activity levels during break time and lunchtime.</li> <li>New sports equipment</li> </ul>		£9,000	<ul style="list-style-type: none"> <li>Children to gain a better understanding of health and fitness.</li> <li>30 minutes of active health achieved per day.</li> <li></li> </ul>	
				<ul style="list-style-type: none"> <li>Mrs Stone to run a Tri course next academic which promotes health, fitness and positive relationships with food.</li> <li>Purchase Howard sports Partnership package.</li> <li>More lunchtime provisions put into place.</li> <li>Continue implementing and promoting daily mile.</li> <li>Sports specific staff.</li> </ul>	

Key indicator 2: The profile of PESSPA being raised across the school as a tool for whole school improvement				Percentage of total allocation:
				29%
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"> <li>Howard Sports Partnership</li> <li>MYG competition package</li> <li>Intra-school competition calendar produced</li> <li>Curriculum development</li> <li>Sporting experts to run sessions for classes with teachers</li> <li>Intra-school competitions</li> </ul>	<ul style="list-style-type: none"> <li>Howard sports partnership enables the teachers to attend CPD sessions throughout the year covering a range of sports.</li> <li>Howard sports partnership includes competitions for KS1 and LKS2 children</li> <li>Howard Sports partnership run young leaders and sports crew.</li> <li>Basketball coach to team teach with staff</li> <li>Dance specialist to team teach with staff</li> </ul>	£7,000	<ul style="list-style-type: none"> <li>Teachers' growth in confidence to teach unfamiliar sports-2 hours of high quality PE being achieved in all year groups.</li> <li>3 teams were entered into 9 out of 10 MYG competitions.</li> <li>Multiple children from years 1-4 entered into local competitions and took part in festivals.</li> <li>Young leaders trained to run lunchtime activities and assist with intra-school competitions.</li> <li>Basketball taught to years 4-6. Children have learnt numerous skills as well as the teachers learning from the coach.</li> </ul>	<ul style="list-style-type: none"> <li>To continue entering all local competitions and festivals.</li> <li>Young leaders to be trained again next year.</li> <li>New curriculum design.</li> <li>2 sports coaches employed full time.</li> </ul>

Key indicator 3: Increased confidence, knowledge and skills of all staff in teaching PE and sport				Percentage of total allocation:
				6%
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"> <li>Howard Sports Partnership</li> <li>PE conference</li> <li>Sporting experts to run sessions for classes with teachers</li> <li>Updating outdoor play areas and equipment</li> <li>Installation of outdoor gym equipment</li> </ul>	<ul style="list-style-type: none"> <li>Howard sports partnership enables the teachers to attend CPD sessions throughout the year covering a range of sports.</li> <li>Howard Sports partnership run young leaders and sports crew.</li> <li>Basketball coach to team teach with staff</li> <li>Dance specialist to team teach with staff</li> </ul>	£1,429.12	<ul style="list-style-type: none"> <li>Staff more confident with teaching unfamiliar sports</li> <li>Staff attended CPD</li> <li>Successful team teaching with specialists which have upskilled our teachers.</li> </ul>	<ul style="list-style-type: none"> <li>Continuation of sign posting for staff</li> <li>Team teaching</li> </ul>

Key indicator 4: Broader experience of a range of sports and activities offered to all pupils				Percentage of total allocation: 23%
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"> <li>Curriculum design</li> <li>Installation of outdoor gym equipment</li> <li>Sports leaders trained</li> <li>Sporting experts to run sessions for classes with teachers</li> </ul>	<ul style="list-style-type: none"> <li>Young leaders to raise awareness of different sporting activities during break times.</li> <li>Intra-house competition run which includes non-curriculum activities.</li> <li>Curriculum reviewed to meet the needs of our children and inspire them to participate in activities</li> <li>Basketball coach</li> <li>Dance specialist coach</li> <li>Football club to run 2 after school clubs for 140 children to attend.</li> </ul>	£5,500	<ul style="list-style-type: none"> <li>Children more inspired to attend extra-curricular activities both in school and out of school.</li> <li>Curriculum designed to impact our children the most.</li> <li>Great levels of activities at break times and lunch times.</li> <li>Raised profile of individual competitive activities that has a whole-school impact.</li> </ul>	<ul style="list-style-type: none"> <li>Continuation of sports leaders to run activities.</li> <li>Opportunity for children to attend alternative sports-e.g. trampolining, sailing, skiing.</li> <li>Curriculum design</li> <li>Employment of 2 sports coaches.</li> </ul>

Key indicator 5: Increased participation in competitive sport				Percentage of total allocation:
				5%
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"> <li>Howard Sports Partnership</li> <li>MYG competition package</li> <li>Intra-school competitions run by young leaders and team captains</li> </ul>	<ul style="list-style-type: none"> <li>Opportunity to enter 3 teams to each MYG event-10 sports in total: hockey, basketball, swimming, table tennis, badminton, netball, cricket, football, athletics and rugby.</li> <li>To attend up to 90% of Howard Sports Partnership competitions-all year 1&amp;2 and 3&amp;4 tournaments. Sports included are: tri-golf, hockey, multi-sports.</li> <li>Run intra-school competitions once a term.</li> </ul>	£1300	<ul style="list-style-type: none"> <li>Achieving Medway Champions for the overall league indicates a consistently high achievement rate.</li> <li>Highest participants from years 1-6 have competed in inter-school competitions.</li> <li>Profile of competitive sport has been raised.</li> </ul>	<ul style="list-style-type: none"> <li>To attend all MYG events and enter 3 teams to all.</li> <li>Attend 95% of Howard Sports Partnership competitions.</li> <li>To continue running intra-competitions once a term.</li> </ul>

Signed off by	
Head Teacher:	Emma Poad
Date:	27.7.22
Subject Leader:	Abigail Beer
Date:	26.7.22
Governor:	Liza Thompson
Date:	1.8.22