

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](#).



Details with regard to funding

Please complete the table below.

| | |
|---|------------|
| Total amount allocated for 2021/22 | £33,471.00 |
| Total amount of funding for 2021/22. To be spent and reported on by 31st July 2022. | £44,286.00 |

Swimming Data

Please report on your Swimming Data below.

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| Meeting national curriculum requirements for swimming and water safety. 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. 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 | |
| What percentage of your current Year 6 cohort swim competently, confidently and proficiently over a distance of at least 25 metres? 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. Please see note above | 85% |
| 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 | 85% |
| What percentage of your current Year 6 cohort perform safe self-rescue in different water-based situations? | 85% |
| 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? | Yes |

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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.

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| Academic Year: 2021/22 | | Total fund allocated: £33,471 | | Date Updated: July 2022 | |
| 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: |
| | | | | | 73% |
| 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?: |
| Provide opportunity for pupils in Reception & KS1 to develop the early skills of riding a bike | | Balanceability sessions booked through HWSSP Vulnerable pupils to be invited to attend Use of purchased bikes for children to practice skills whilst in school Training for staff to carry out a balanceability club to develop skills | | £1,000 | Due to over subscription to the training and the school being in bubbles for the Autumn term, not all children were able to access. However, sessions have been booked for Autumn term EYFS & Spring term KS1. |
| Develop the use of play leaders to enhance and encourage a broader range of games at lunchtimes | | Year 5 play leader training booked through HWSSP Lead MSA extra hours to organise & implement training Play leader rota & timetable set up Play leader bibs purchased Play leader resources updated Staffing costs to support games day | | £1,500 | Children in yr 5 have been trained as play leaders. Resources have been updated and are being used effectively during play times. Younger children are benefitting from the support of their older peers. Games day was successful and children are implementing the skills learnt during play times. Yr5 children have shown good development in their confidence with leadership skills. Bibs and other resources have been purchased to identify the play leaders. |
| Sustainability and suggested next steps: | | | | | |
| Ensure balanceability is booked in for EYFS and KS1 annually. Train more staff to deliver the sessions in the event of over-subscription Carry out survey to find out if any children across KS2 need to learn to ride a bike and give them the opportunity | | | | | |
| Games day will be a termly event to encourage children to learn more games that can be used at play and lunch times. More resources to be purchased that can be outside all the time e.g. wall mounted games | | | | | |

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| <p>Develop the use of house captains to enhance leadership skills in year 6</p> <p>House captains to develop & create inter-house events to enhance the opportunity for team events</p> | <ul style="list-style-type: none"> House Captain application process to open House Captain interviews to identify 2 for each house House captain training – what makes a good leader? Letters to parents to invite house captains to key events House captain jackets/bibs/hoodies to be purchased House captains will organise a competitive sporting event each term | £1,000 | <p>House captains were appointed and supported the school well through various events. Intra-house running event took place where house captains demonstrated their skills in organising and supporting the event. Badges and other resources purchased to identify the house captains. Regular meetings to support the leadership of the captains. House captains actively supported sports day for EYFS & KS1 pupils</p> | <p>Due to Covid bubble restrictions, events couldn't happen each term. Next year PE team to support the house captains to organise intra house event each term.</p> |
| <p>To enhance the opportunities for LOTC through a wider range of activities and opportunities</p> <p>To increase & develop staff knowledge to ensure a wider range of experiences taught</p> <p>To ensure LOTC opportunities include an active and physical element</p> | <ul style="list-style-type: none"> LOTC leader to carry out LOTC staff development opportunities each half term LOTC resources to be enhanced & developed with more resources being purchased Staff to be trained in key outdoor learning & physical lessons e.g. orienteering, etc... | £27,000 | <p>INSET has been carried out on LOTC and staff have included many more opportunities to enhance the curriculum outside. Staff confidence has enhanced. Outside amphitheatre has been purchased to enhance the use of drama, singing and dance outside. Children will be able to access this area to perform and to watch each other perform. Areas have been created for outside learning to take place. These resources will enable more outdoor learning to take place.</p> | <p>LOTC lead to monitor the use of and impact of new resources.</p> |
| <p>Encourage more opportunity for families to support their children in regular physical activity throughout the week</p> | <ul style="list-style-type: none"> Purchase more PE activity bags with resources & instructions to benefit the children in KS1 TA time to organise the bags & develop loan timetable KS1 teachers to identify specific children who would benefit from developing fine & gross motor skills through the use of bags | <p>£1,500</p> <p>£500</p> | <p>PE bags have been purchased and are being used with in the classroom. Specific groups of children have been identified to use the resources to support learning</p> | <p>System to be set up to encourage more use of these resources at home. More staff time required to set up a system for loaning equipment</p> |

| Key indicator 2: The profile of PESSPA being raised across the school as a tool for whole school improvement | | | | 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: |
| Continue to develop and enhance kits for pupils and staff for attendance at matches, fixtures & events | <ul style="list-style-type: none"> New netball kit to be purchased Renew current football kit by purchasing more items e.g. socks, shorts, etc.. to replace older, worn items Purchase logo match balls for netball & football matches | £2,500 | Netball kit has been ordered New match balls have been purchased for netball & football – better quality when playing against other schools. Spare kit resources have been purchased Kits for staff on order | |

| Key indicator 3: Increased confidence, knowledge and skills of all staff in teaching PE and sport | | | | 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: |
| Develop teachers ability to plan detailed PE lessons that ensure coverage of all areas & consistency of practice across the school | <ul style="list-style-type: none"> PE planning to continue to be supported by subscription Staff meeting from PE planner lead to ensure consistency & understanding of planning Subject leader planning scrutiny to ensure coverage & consistency | £1000 | Staff meeting taken place and planning reviewed. All skills that were missed during lockdown have been targeted and addressed particularly indoor PE focus such as dance & gymnastics. Staff review of navigation of the site and the use of the assessment tools. Planning monitored by subject leader to ensure appropriate coverage. All children have had a wider range of PE lessons | Use of sports company to continue to carry out CPD with staff through active PE lessons PE scheme to continue to be implemented and reviewed on a regular basis |

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| | | | since returning from lock down. Banks of resources have been increased to support the teaching of PE and staff have these to go to if more ideas are needed. Subject leader alongside SLT has monitored the planning and teaching of PE | |
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| Key indicator 4: Broader experience of a range of sports and activities offered to all pupils | | | | 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: |
| Ensure more opportunities for sports provision for all pupils across the school through a range of opportunities e.g. including staff clubs, HWSPP events, outside coaches and secondary schools. | <ul style="list-style-type: none"> Identify sports coaches to support clubs before & after school & lunch times Identify key clubs that children wouldn't have the opportunity to attend e.g. boxing, cheerleading, etc... Carry out pupil survey to find out which clubs are attended by pupils Invite pupils to clubs who do not have access outside of school PE team time to support children at events | £1000 | Due to Covid bubbles, there was a limit to the amount of outside coaches who would come in to train with the children due to COVID rules & restrictions. Building works also took over the field and hall areas of the school which limited the space available. Despite this, staff were able to run a range of clubs with the limited space and within bubbles. This included netball & football teams. We also provided cross country, rounders, dynamo cricket, daily/weekly mile, rapid fire cricket, street dance and athletics. Some outdoor coaches were able to come in for a limited time during the summer term. We have provided opportunities for local secondary schools to support | Now we are living with covid and the building works are complete, clubs for children will be a key focus next year. We have for the autumn term, organised active lunchtimes, football clubs for all ages including opportunity for girls football, street dance and gymnastics. We have also organised a coach to work alongside the football & netball teams. |

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| | | | activities particularly during national sports week. Pupils from years 7, 10, 11 and 12 worked alongside pupils from across the school on a variety of activities. We took part in a local secondary school community day and ensured PE was a key focus particularly for children in KS2. We organised a commonwealth games legacy events – all children across the school took part. Summer term saw a rise in the amount of PE activities on offer. | |
| Events & festivals to be entered into through HWSSP | <ul style="list-style-type: none"> • Subject leader day attendance • Subject leader conference attendance • HWSSP timetable to be shared with PE team & events highlighted on school calendar • HWSSP annual support | £900 | Children have been given more opportunity to attend events during the summer term. WWW Wodson games, multi-sport festival, every-one in, yr2 & yr4 development days Subject leader days have been attended Some key events haven't been able to be attended due to Covid bubbles and absence. | Subject leader days have enabled more ideas and activities to be actively implemented for next year. |
| To provide swimming lessons for those children in UKS2 who did not reach the standard | <ul style="list-style-type: none"> • Extra sessions paid for to give the children more opportunity to reach the swimming standard by the end of year 6 • Minibus costs | £526 | Children in year 6 who had not met the standard were given more opportunity to practise key skills All children took up this opportunity. 85% of the cohort reached the standard by the end of the year. | |

| Key indicator 5: Increased participation in competitive sport | | | | Percentage of total allocation: |
|---|--|--------------------|---|---|
| | | | | 13% |
| 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: |
| Maintenance and upkeep of minibus to ensure pupils can be taken to events | <ul style="list-style-type: none"> Minibus drivers trained & refreshed Money towards upkeep of buses Fuel for events | £3,000 | Staff, parents & Gobs trained in driving the minibus Children have been able to attend events without the need for parent to take time | More drivers required |
| HWSSP events to be monitored and shared with PE team to ensure all competitive activities can be entered into | <ul style="list-style-type: none"> HWSSP events timetable to be shared with PE team Events booked and highlighted Vulnerable children identified and invited to events Friendly fixtures organised between schools Participate in Evans Trophy & Hope Cup | £2,860 | Due to half a year spent in covid bubbles, not all events were able to be attended due to HWSPP rules. During the summer term, many events were booked to enable as many children as possible were able to attend a range of events | Next year will see more events being booked into due to expectations of now living with Covid |

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| Signed off by | |
| Head Teacher: | Mrs D Miller |
| Date: | July 2022 |
| Subject Leader: | Mrs S Woodier |
| Date: | July 2022 |
| Governor: | Mrs J Sparks |
| Date: | July 2022 |