

# 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.



## Details with regard to funding

Please complete the table below.

Total amount carried over from 2019/20	£6,300
Total amount allocated for 2020/21	£16,748
How much (if any) do you intend to carry over from this total fund into 2021/22?	£6,300
Total amount allocated for 2021/22	£23,048
Total amount of funding for 2021/22. To be spent and reported on by 31st July 2022.	£23,048

## 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>	
<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>	60%
<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>	60%
<p><b>What percentage of your current Year 6 cohort perform safe self-rescue in different water-based situations?</b></p>	93%
<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

## 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.

<b>Academic Year:</b> 2020/21		<b>Total fund allocated:</b> £23,048 (£6,300 carried forward from last year)		<b>Date Updated:</b> 25.04.2022	
<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: 3% (£600)
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:
To embed physical activity into the school day through active break times and active lessons and teaching.	<p>A wide range of sporting equipment for each class to use at playtimes purchased.</p> <p>SEN equipment purchased and effectively used to enable ALL pupils to partake in physical activity.</p> <p>Daily mile schedule implemented and all pupils participating in 10-15 minutes of additional daily exercise.</p> <p>NHS funfit programme is delivered by skilled SEN TA, aimed at pupils with poor motor skills.</p>		<p>£400- Active Playtime</p> <p>£200- SEND sporting opportunities and equipment</p>	<p>Pupils are regularly organising and participating in structured sport during playtimes.</p> <p>Pupils complete the daily mile at least four times a week. Pupils each have pedometers to track their progress. The daily mile also has a positive impact on their focus in lesson times.</p> <p>As a result of confident and knowledgeable support from TAs, all pupils, irrespective of their special educational needs and disabilities, undertake regular physical activity and have made good or excellent progress in PE.</p>	<p>Monitor use of equipment.</p> <p>Ensure equipment is being used effectively and age appropriately.</p> <p>Purchase pedometers for new pupils joining the school.</p>
<b>Key indicator 2:</b> The profile of PE and sport being raised across the school as a tool for whole school improvement					Percentage of total allocation: 70% (£16,120)

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>To further engage pupils in extra-curricular sporting activities.</p> <p>To further improve the quality of PE lessons throughout the schools.</p> <p>To ensure high quality sports equipment and resources are in place to ensure the impact on progress in PE lessons is maximised.</p>	<p>A wide range of high quality sports equipment purchased to engage pupils in a wider range of sport.</p> <p>Additional extra-curricular lunch time sports clubs put in place (KS1 and KS2 football, KS2 cricket and KS2 netball).</p> <p>Additional high quality sports equipment meant that clubs were more engaging, a wider range of differentiation could be put in place and pupils got more time to play sport by using extra equipment and resources.</p> <p>Additional resources ensured PE lessons could be further differentiated and a pupils have more opportunity to use sports equipment and spend more time completing specific sport activity/movement.</p>	<p>£2,860- additional sports equipment</p> <ul style="list-style-type: none"> <li>-Football (£250)</li> <li>-Netball (£150)</li> <li>-Cricket (£1,600)</li> <li>-Rugby (£170)</li> <li>-Tennis (£250)</li> <li>-Gymnastics (£430)</li> <li>-Dance (£60)</li> </ul> <p>£8,700- Playground resurfacing</p>	<p>Significant increase of pupils attending sports clubs in and out of school.</p> <p>Pupils know and can explain the physical and mental benefits of sport and exercise.</p> <p>There are cross-curricular links between PE and other subjects. Pupils have had the opportunity to participate in active maths lessons (maths world cup).</p> <p>Pupils wear PE kit to school to maximise time spent in PE lessons.</p> <p>Playground resurfacing and painting of a netball court has improved the quality of PE lessons and extra-curricular sports clubs.</p>	<p>Monitor use of equipment.</p> <p>Ensure equipment is being used effectively and age appropriately.</p> <p>Continue to run all extra-curricular clubs and implement a scheme where year 5/6 sports leaders lead lunch time clubs for KS1.</p>
Purchase additional swimming sessions to ensure pupils achieve their potential in school swimming.	Provide additional swimming sessions for pupils who have had school swimming disrupted as a result of COVID.		£4,200- Additional swimming	An increased number of pupils are meeting national curriculum requirements for swimming and water safety.  Future swimming timetable adjusted and in place for cohorts.

<p>To further improve pupils' knowledge of the importance of sport and exercise, linking this to science, ensuring an engaging cross-curricular approach to learning.</p> <p>To ensure all pupils are aware of the importance of a healthy lifestyle, including both diet and regular exercise.</p>	<p>Purchase resources and equipment to support the study of human anatomy:          -human body model          -human skeleton          -human heart model</p> <p>Resources are used to aid and support teaching in both science and PE lessons.</p>	<p>£300- Physiology</p>	<p>There are strong cross-curricular links between PE and science.</p> <p>Pupils are knowledgeable and use correct terminology when talking about bones and muscles in PE lessons and sports clubs.</p> <p>Pupils have a strong understanding about the importance of sport and exercise and the positive impact which it has on the human body.</p>	<p>Ensure resources and equipment are planned into long term curriculum and used across the whole school, including EYFS and KS1.</p>
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<p><b>Key indicator 3: Increased confidence, knowledge and skills of all staff in teaching PE and sport</b></p>				<p>Percentage of total allocation: 6% (£1,500)</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 develop a systematic approach to support the planning, teaching and assessment of PE across the school.</p>	<p>Purchased Striver (online Primary planning and assessment tool) for 5 years.</p> <p>Staff meeting time allocated in order to make sure all staff were trained in using Striver to plan and effectively assess PE lessons.</p> <p>SN to support staff in using Striver within sessions to support pupils and staff with modelling key skills, movements and techniques.</p> <p>Staff to use 'personal best' challenges as a way to show pupils' progress.</p>	<p>£1,500 spent on Striver (planning and assessment tool).</p>	<p>As a result of effective leadership and confident, knowledgeable staff, pupils have made good progress, building on prior achievement.</p> <p>Increased confidence, self-esteem and a real desire to learn. The enjoyment of PE lessons has led to increased participation in wider activities (increase in club attendance and pupils representing the school in competitive sport- see key indicator 5).</p>	<p>Subscription will be renewed accordingly from the school budget if PE and Sport funding is discontinued.</p> <p>Assessment will identify pupils who are not making expected progress. These pupils identified will be targeted for intervention.</p>

Key indicator 4: Broader experience of a range of sports and activities offered to all pupils				Percentage of total allocation: 18% (£4,100)
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:
To provide further opportunities for pupils to experience a wider range of sporting and physical activities which develop self-confidence, cooperation and a love for sport and exercise.	Residential activities to be subsidised to ensure all pupils have the opportunity to access outdoor and adventurous activities: -abseiling -rock climbing -stream walking -rock scrambling -orienteering -team building activities  Whole school archery day. Providing pupils in all year groups with the opportunity to take part in an unfamiliar sporting activity.	£3600- subsidised residential activities  £500- Archery	Pupils benefited from a diverse range of outdoor and adventurous activities.  Increased confidence, self-esteem and a positive attitude towards the outdoors and exercise.  Development of cooperation/ working in groups/desire to learn impacted right across the whole curriculum and school life.	Continue to provide further opportunities for pupils to experience a wider range of sport. The school budget will be used for this if PE and Sport funding is discontinued.  Subscription to Rushcliffe Sports Partnership (see key indicator 5) will be renewed each year to ensure pupils have the opportunity to participate in a wide range of sports outside school hours.

Key indicator 5: Increased participation in competitive sport			Percentage of total allocation:
			3% (£730)
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?:
<p>To ensure pupils of all ages and abilities have the opportunity to take part in competitive sport (both representing the school in sport and playing competitive sport outside of school).</p> <p>Regular lunch time sports clubs to be in place for pupils of all ages and abilities to prepare for events and competitive sport.</p> <p>Enter annual school football tournament and small schools cup. Organise local football friendlies with local schools.</p>	<p>Bought into and accessed wider membership of Rushcliffe Sports Partnership.</p> <p>This provided the school with a wider range of competitive sporting opportunities out of school hours.</p> <p>SN to take pupils of all ages and all abilities to competitive sporting competitions and festivals, as well as competitive football matches and tournaments.</p>	<p>£730- Rushcliffe Sports Partnership</p>	<p>Pupils from all abilities have benefitted from representing the school in competitive sporting competitions and festivals.</p> <p>Over 85% of the year 6 cohort have represented the school in sport at least once. This is a significant increase from previous years.</p>
			<p>Sustainability and suggested next steps:</p> <p>Subscription to Rushcliffe Sports Partnership will be renewed each year from the school budget if PE and Sport funding is discontinued.</p> <p>Football, netball and cricket clubs to maintain and continue weekly training.</p>

Signed off by	
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Date:	
Subject Leader:	Sam Nicholson
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Governor:	
Date:	

Created by:



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