

# 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 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	£19,880.57
How much (if any) do you intend to carry over from this total fund into 2021/22?	£0
Total amount allocated for 2021/22	£0
Total amount of funding for 2021/22. To be spent and reported on by 31st July 2022.	£22,871.54 spent

## 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 2020.</p> <p>Please see note above</p>	65 %
<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>	63 %
<p><b>What percentage of your current Year 6 cohort perform safe self-rescue in different water-based situations?</b></p>	48 %
<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/ <b>No</b>

## 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: 2020/21	Total fund allocated:	Date Updated:		
<b>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</b>			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:
PE taught for 2 hours per week from Year 1 to Year 6	Staff accountable for ensuring maximum movement and participation in every PE lesson	N/A	Children are active within school through play time and in their PE lessons	PE taught for 2 hours per week from Year 1 to Year 6
Children in LKS2 have zones on the playground. Each zone has a different activity, these include teacher-led games and engagement with equipment such as skipping ropes	Children to increase their confidence and knowledge on sports such as football New Equipment	£1040.11	Many children are enjoying break/lunch time as they are engaging in a variety of different sports and team games and have access to a range of sports equipment	Implement playground zones in KS1 and UKS2
Lunchtime clubs – UKS2 practice for sporting events in and Girl Power	Develops teamwork skills and develops ability in different sports – preparation for out of school competitions Repairs to outside equipment through sports safe uk Girl power – encouraging active	£188.43	Enabling children to interact with different peers/other year groups Children are enjoying competing against other schools and wanting to attend further practice to better themselves	Continue into September for any upcoming sporting events

	lives in girls			
<b>Key indicator 2: The profile of PESSPA being raised across the school as a tool for whole school improvement</b>				Percentage of total allocation: %
<b>Intent</b>	<b>Implementation</b>		<b>Impact</b>	
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:
High profile for the 2022 Commonwealth Games	Engagement in a range of activities including the Lap of Hope, cross curricular lessons and Weddywealth Games (Sports day)	£263	Commonwealth Personal Best challenges have been set across the school and children have loved improving their scores	Will complete pupil voice to see the impact all activities had
Children's sporting achievements are praised in assembly and on the newsletter with information provided to encourage other children to join the teams/events	Teachers will ask JK to mention children in assembly for their sporting achievements and share certificates		Self-esteem and confidence is developed in the children	Updates on the website about all sporting achievements inside and outside of school  Display boards in school to also showcase success

Key indicator 3: Increased confidence, knowledge and skills of all staff in teaching PE and 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:
Employment of PE apprentice who is timetabled to support and co-teach in all year groups	A fulltime apprentice is employed by the school to carry out PE lessons with children and to support teachers in PE lessons.	£7,156	LC was able to: <ul style="list-style-type: none"> <li>- Deliver lessons</li> <li>- Communicate professionally</li> <li>- Increase knowledge on subject</li> <li>- Behaviour management</li> <li>- Organise PE lessons</li> </ul>	Hopefully in September LC will be able to cross in to different classes to support teachers in delivering their lessons
Continue the use of PE Hub for teacher's planning	Lesson plans are being used by teachers across the school		Lesson plans are being used but are not very effective and do not include in-depth skill development, which is a key area we must focus on as a school	Implementation of Real PE to meet the needs of skills development

<b>Key indicator 4: Broader experience of a range of sports and activities offered to all pupils</b>				Percentage of total allocation:
<b>Intent</b>	<b>Implementation</b>		<b>Impact</b>	
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:
Teacher led and external led clubs including football and netball	We offer a wide range of after-school clubs to all year groups		Clubs are very popular and children gain a lot of enjoyment out of them aswell as being able to interact with peers from other year groups and classes	More teachers to run a club so we no longer have to rely on external agencies
Embody Dance and Vision Academy Football after clubs	Dance and Football clubs to all year groups	No cost to school	Children pay £2.50 to attend the club, which covers the costing	Pupil voice from these clubs – did the children enjoy them? What did they gain from them? Is it something a member of staff can pick up from September?

Change4Life sessions offered to Year 4	Children to learn about the different food groups and how they keep themselves healthy	N/A	Children gained a broad range of knowledge which they can apply to their own lives	Continue to promote Chang4life in school
All year groups/groups of children engage in a trip	Children will learn new skills during their trip that they wouldn't usually have the opportunity to do	N/A	Children will develop many skills by attending out of school trips including the development of confidence and independence	Continue to encourage participation in trips and field trips such as going on a walk
Bikeability for reception, Year 3 and Year 5	Children will learn pre-pedal in reception, control in Year 3/4 and road safety in Year 5	£2520	Children will grow in confidence when riding their bike and will understand about road safety	Continue each year
1-2-1 TAs employed for PE purposes to give access to all disabled children to the PE curriculum	Support with inclusion within PE lessons	£11704	Children were able to feel part of the PE lessons, enabling them develop individual skills	Introduce the MATP and MOVE intervention plans

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:
Competing in a range of competitions against other schools, even to county level	Weddington have achieved great success in their sporting events this year Many children have had the opportunity to engage in a competitive event throughout the year	N/A	Development of sportsmanship, team work Children love the element of competition Great to compete in person again following covid Opportunity to represent the school	Offer the same provision Gain feedback from the events – what did the children gain from it?
Internal trials for Athletics	Children have the opportunity to identify their strengths and weaknesses and compete against others		Development of resilience and engagement in competition	Hold more trials for other sports
Weddywealth Games	Children representing a Commonwealth Country – all children involved in competition  Includes a wide range of activities – children will be active throughout (run as a carousel of activities)		Working in teams will develop teamwork – children will encourage and support each other  Able to engage in every activity, will be elements of challenge and strengths for every child	Ensuring future sports days have an element of competitiveness

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