

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 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](#).



Created by:



Supported by:



Details with regard to funding

Please complete the table below.

Total amount carried over from 2019/20	£2,250
Total amount allocated for 2020/21	£ 17,740 + £2,250
How much (if any) do you intend to carry over from this total fund into 2021/22?	£ 2, 505
Total amount allocated for 2021/22	£17,765 approx. (anticipated)
Total amount of funding for 2021/22. To be spent and reported on by 31st July 2022.	£ 20,270 approx.

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>Swimming Priorities for 21 -22</p> <ul style="list-style-type: none"> • Year 3 and Year 5 swimming sessions from September 2021 (booked March 21) • Catch -up sessions Summer 22 for Year 6 pupils not achieving end of KS2 expected standards. • Ensure 100% of Year 6 pupils can perform self-rescue in different water-based situations
<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>	No data held due to COVID-19
<p>What percentage of your current Year 6 cohort use a range of strokes effectively [for example, front crawl, backstroke and breaststroke]?</p>	No data held due to COVID-19
<p>What percentage of your current Year 6 cohort perform safe self-rescue in different water-based situations?</p>	No data held due to COVID-19
<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>	No (Will use 21-22 funding for additional Y6 catch-up sessions)

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: July 2021		
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: 71%	
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"> Create opportunities for 30 minutes of physical activity a day in school. 	Daily physical activity sessions during the school day: 1. Break time (Daily Mile overseen by in-house PE coach) 2. Lunchtime Coach (external) to develop layout, facilitate and lead physical sporting activities. 3. Develop Play leaders Layout and responsibility of equipment. Begin to lead own games and activities during playtime and lunchtime		£14,235	<ul style="list-style-type: none"> ✓ Increased stamina and fitness ✓ Inclusivity for all ✓ Feedback from pupils shows they enjoy and look forward to our lunchtime provision ✓ Increased awareness of pupils that health is for life and that we need to take care of our bodies through physical activity and thinking about what we eat. ✓ Break and lunchtimes are calmer – less behavioural incidents ✓ Pupil independence at leading and facilitating sporting activities 		Daily Mile (DM) <ul style="list-style-type: none"> Commonwealth Challenge (Sport Birmingham) Increase staff involvement - participation and facilitation Increase promotion of the benefits of the DM via website, newsletter and in class Lunchtime <ul style="list-style-type: none"> Increase range of activities to include hockey, tennis, table tennis and badminton Audit and purchase equipment Sporting Elite Leadership Programme <ul style="list-style-type: none"> Year 5 and Year 6

				(Autumn / Spring) • Year 4 (Spring / Summer)
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	
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 21 -22:
<ul style="list-style-type: none"> Encourage pupils to take on leadership roles that support sport and physical activity Sporting success / partnerships to be actively celebrated across all year groups 	<ol style="list-style-type: none"> Develop role of play leaders (internal training) Dedicated sports, Health Eating and Daily Mile Boards. Results and photos to be displayed. Increase visibility and celebration of sporting achievements: assemblies newsletter, twitter and website 	£300 resources	<ul style="list-style-type: none"> ✓ Increased visibility and celebration of sporting achievements in school and on social media ✓ Introduction of Daily Mile certificates 	<ul style="list-style-type: none"> Apply for the afPE Quality Mark (self-review and evaluation) for Physical Education, School Sport and Physical Activity (PESSPA) June 2022 Sporting Elite – Leadership Programme Promote Commonwealth Games Introduce Health Eating Week Spring 2022 (Pupil led)

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	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	Sustainability and suggested next steps 21 -22:

what they need to learn and to consolidate through practice:			changed?:	
<ul style="list-style-type: none"> Increase confidence, knowledge and skills of in-house PE coach and PE Lead via partnership with Hampstead Hall School Games. 	<ol style="list-style-type: none"> Regular meetings and 1-1 support via Jo Nightingale (School Games Organiser) and Youth Sport Trust. Development of action plan to improve inclusivity for all. Advice and support given to aid teacher confidence in promoting physical activity at home. (Virtual offer) 	Release Time PE Lead and In - School Coach £1,000 approx	<ul style="list-style-type: none"> ✓ Individual physical challenges set by staff for pupils to complete in an engaging way was hugely popular during lockdown. ✓ Increased knowledge and understanding of PE coach and PE lead in supporting children with additional and high complex needs. 	<ul style="list-style-type: none"> Subscribe to the PE HUB which provides staff with detailed lessons that encourage skill progression. Staff audit to identify training need Develop partnership with KES in order to support CPD of staff Continue to build upon our virtual offer Build upon Bronze Level (School Games); aim to achieve Silver level

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 21 -22:
<ul style="list-style-type: none"> Increase range of sports and activities offered to pupils 	<ol style="list-style-type: none"> Introduce new sporting activities at lunchtime (external coach) Purchase of additional equipment 	£500 approx.	<ul style="list-style-type: none"> ✓ Cricket, volley ball and tennis added to lunchtime activities No before or after school clubs due to COVID-19 No experience trips due to 	<ul style="list-style-type: none"> Re-introduction of before and after school physical activity clubs for KS1 and KS2: <ul style="list-style-type: none"> Before School Basketball, Hockey, Tag Rugby and Badminton

			COVID-19	<ul style="list-style-type: none"> ○ Afterschool Clubs Football, Basketball, Netball ● Re introduction of experience trips to observe professional netball, basketball and rugby games and meet players e.g. Wasps (netball) ● Commonwealth mascot visit + promotion of inclusivity
--	--	--	----------	---

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 21-22:
<ul style="list-style-type: none"> Increased participation in competitive sport: <ul style="list-style-type: none"> self class bubble house team. 	<ol style="list-style-type: none"> Daily Mile: Nursery – Year 6 Intra -school competitive sports (Hockey, 3 on 3 basketball, football and Sports Day) via: <ul style="list-style-type: none"> Continent House Teams Bubbles Classes Focus on process rather than outcome. 	£600 approx. mark out on field In -house coach release time £400 approx. Sports Day medals £450 approx.	<ul style="list-style-type: none"> ✓ Alleviated anxieties and boosted self- confidence due to competing in known environment for those nervous re. competitive situations ✓ Promotion of personal bests within Daily Mile led to increased motivation to do better 	<ul style="list-style-type: none"> Re-Introduce Bikeability Build upon Bronze Level (School Games); aim to achieve Silver level Promote and increase virtual sports/wellbeing activities so that pupils can take part during holidays, possible lockdowns or isolation period. Re-introduce Inter-school competitions

Signed off by	
Head Teacher:	Clare Dickinson
Date:	July 2021
Subject Leader:	Megan Simmons Cooper
In- House Coach:	Vince Morris
Date:	July 2021
Governor:	Fr Anton Guziel
Date:	July 2021