

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](#).

Created by:



Supported by:



Details with regard to funding

Please complete the table below.

Total amount allocated for 2021/22	£29,770
Total amount of funding for 2021/22. To be spent and reported on by 31st July 2022.	£22,555.61

Swimming Data

Please report on your Swimming Data below.

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 2021. Please see note above	70%
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	70%
What percentage of your current Year 6 cohort perform safe self-rescue in different water-based situations?	70%
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/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: 2020/21		Total fund allocated: £29,770	Date Updated: July 22	
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: 20.23%
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:
Improve physical activity levels in our most inactive children: <ul style="list-style-type: none"> - Each class runs daily mile with a rainy day alternative wake up shake up/ super movers etc - Sports leaders trained and more to be trained - Training and support of MS to engage more children in active play at lunchtimes - Quality equipment purchased and used for playtime leader activities as well as other daily physical activities (KS1 and KS2 including EYFS) - Work to ensure maximum uptake of extra-curricular clubs to engage as many children in them as possible as well to be able to offer a wider range of activities for all children - Educating children in our 	MRC School games partnership which provides the following opportunities: <ul style="list-style-type: none"> - Complete PE - Competition outside of the School Games Programme (qualifying) - School Games programme competitions against local schools - Local school partnership for competitive games - CPD opportunities - Support for team staff and staff training - Support through young leaders Development of a young leaders team for help at Sports days and sports activities that we lead and attend Through PE lessons and sport, ensure		Pledgers & equipment £3,190.73 Sports partnership £150 Sw: £2, 682.50 £6,023.23 Increase in the percentage of children meeting the guidelines for daily exercise and they have been willing to participate in more active lifestyles, including new clubs outside of school Clubs delivered and sport focus on at least one morning of wraparound alongside evening offer of clubs and wraparound for	Continuous monitoring of physical activity levels and identification of the most appropriate target groups to achieve the maximum impact Review, evaluate and plan for next academic year including feedback from teachers Apply for additional funding for development of playground markings/ resurfacing area

<p>values of PE/Sport and the value and benefits of a healthy and active lifestyle (promoting this with families through newsletters and workshops too)</p> <ul style="list-style-type: none"> - Ensuring high quality PE and school sport offered develops competent and confident movers with the aim of inspiring lifelong participation in physical activity (also through role models) - Using active lessons to increase physical activity levels and learning (in other subject areas that isn't just PE/Sport) - Raising awareness of local places around school so that there is a bigger uptake of classes/ activity outside of the school day (link to parents too) - Continued work with SGO and MRC School Games partnership as well as other local schools in the area also allowing the increase and importance of physical activity <p>Swimming (Ks2) – offered to Year 4 as part of 'catch up curriculum' and this class missing out (Covid year)</p> <p>Swimming (all of KS2)</p>	<p>that children understand the role of movement in the development of their own physical literacy, fitness and well-being</p> <p>Develop PE curriculum to ensure lessons link to the multi-skills approach found in our PE policy and that this well shared and discussed with the staff that deliver PE/Sport</p> <p>Build links with the local community (clubs) through our SGO.</p> <p>Develop action plan (over the 3 year cycle)</p> <p>Meet and discussion share training with MMS team Resources purchased to support the above Train sports leaders Lead assemblies on importance of physical activities and allow Year 5 assembly team to deliver the message in their 'No outsiders' assemblies</p>		<p>those that are target children. Average attendance at clubs has increased.</p> <p>Further increase in the % of children attending extra curricular clubs</p> <p>Positive attitudes to health and well-being (and more widely spoken about in peer groups) Concentration, commitment and self-esteem as well as behaviour has risen (particularly in the target year groups, further progression to role this out). Sense of fair play more established and understood on the playground Activity at play times and lunch times has increased All children taking part in the daily mile or additional activities more regularly Sports leaders supporting active play across the school (with some target year groups) Children across the school more active on a daily basis and enjoying being active</p> <p>-Curriculum map -Policy (PE) -Registers of participation in clubs (extra curricular)</p>	
Key indicator 2: The profile of PESSPA being raised across the school as a tool for whole school improvement				Percentage of total allocation:
				14.4%
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>Develop teacher's skills and knowledge in activities that will engage and inspire our children to take part in life long physical activities (assemblies, role models as class teachers, displays, sharing achievements)</p> <p>Engage learners in a new or different experiences such as new sports with local providers (also looking at local club offers and ways to provide transport to this if and where necessary)</p> <p>Use PE/Sport to enable the development of life skills that are transferred to other curriculum areas, wider school and beyond (invitation to parents to attend the community week to share new sports/ sporting experiencing with the children and lead workshops)</p> <p>Use PE/Sport to develop the whole person including thinking, social and personal skills</p> <p>Use PE teaching to aid fine and gross motor skill development</p> <p>Sporting role models to be used</p> <p>Engage and raise achievement through sporting events such as Commonwealth games (sports day around this too)</p> <p>PE and Sport to be visible in the school day/ life (assemblies, notice boards, star awards, recognition of</p>	<p>Ensure that staff are confident to deliver a wide variety of sports (including those that are requested by pupils for some extra curricular sports clubs).</p> <p>Use SP to provide training, experiences and transport to access where necessary.</p> <p>MRC School games partnership which provides the following opportunities:</p> <ul style="list-style-type: none"> - Complete PE - Competition outside of the School Games Programme (qualifying) - School Games programme competitions against local schools - Local school partnership for competitive games - CPD opportunities - Support for team staff and staff training - Support through young leaders <p>PE and Sport vision reflects the values and contribution to SMSC.</p> <p>Employ TE (Aspire coaching)</p> <p>Continue to develop and use whole school plans and assessment (alongside the use of PE hub)</p> <p>Aiming for Gold school games mark award 2022</p> <p>Develop a team of sports leaders</p>	£4,285.78	<p>High quality lessons delivered in engaging activities which has lead to and continues to lead to happy and engaged children.</p> <p>Teachers can and do deliver high quality lesson where children are engaged in competitions (with higher participation and success), extra-curricular and community clubs following the sessions.</p> <p>Increase in % of children accessing the extra curricular clubs.</p> <p>Children's personal development improved (physical skills, thinking skills, social and personal skills). Attainment and achievement, behaviour and attendance</p> <p>PE physical activity and school sport have a higher profile and is more celebrated across school with assemblies, newsletter articles and achievements shared.</p> <p>Children learn to respect and work with one another, exercise self-discipline and act in a safe and sensible manner.</p> <p>Continued progression of all children during the PE lessons delivered during curriculum lesson time</p> <p>Conferencing has shown that</p>	<p>Further interhouse competitions to be held and promoted throughout the school</p> <p>Identify the positive impact that PE and school sport has on the academic achievement, behaviour and safety, attendance, healthy and wellbeing (SMSC).</p> <p>Review the whole school development plan, whole school policies/PE policy</p> <p>Use PE conference to review, evaluate and plan for academic year 22/23</p> <p>School staff continue to be offered CPD for areas they feel less confident and ensure that they are better equipped and more confident to teach PE.</p> <p>Continue to monitor the use of PE hub and ensure that there is clear skills progression as well as coverage</p> <p>Sports leaders to develop younger children into becoming leaders themselves.</p>

<p>children both within lessons and their achievements outside of school)</p> <p>High quality PE lessons delivered by both staff from within school and those delivered by TE.</p> <p>Sports leader programme to be rolled out through school, engaging and facilitating children's ability to take responsibility for their learning and delivering of physical activity to the rest of the school.</p> <p>School staff better equipped and more confident to teach PE (ongoing with staff changes ahead).</p> <p>Monitoring the use of schemes and whole school PE coverage (offering skills progression for each year group to be shared with whole school staff)</p> <p>Sports leaders used to develop younger children to become leaders themselves</p>	<p>through the sports partnership to help run and organise intra-house festivals across the school (EYFs/KS1)</p> <p>Sports leaders run their own clubs for younger children at lunchtimes</p> <p>Help run and record the events for Sports days and support the younger children.</p>		<p>children are enjoying their PE sessions and enjoy the clubs that are offered (particularly as a result of the school council helping to choose the clubs that are on offer).</p> <p>Interhouse competitions are promoted (but needs to continue throughout the next year).</p> <p>Sports leaders impact on the importance of sport and activity by being positive role models around the school.</p> <p>Sports day – successful with parents/ carers invited to attend.</p>	
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Key indicator 3: Increased confidence, knowledge and skills of all staff in teaching PE and sport				Percentage of total allocation:
				17.52%
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"> - Raise the quality of learning and teaching in PE and School Sport by providing support to deliver broad, balanced and inclusive high quality PE and School sport provision (within and beyond the curriculum) to raise pupils' attainment. - To encourage coach employed to deliver the PE 	<ul style="list-style-type: none"> - Staff confidence in delivering PE lessons is much improved and more enjoyable for staff and children with clear intentions and consistent delivery across the PE curriculum - CPD opportunities through INSET days and offered 	<p>FS £1,590 C £2500 (16 @ £150) FA for FS £300 Hub £525 Level 6 Award training £300</p> <p>£5215</p>	<ul style="list-style-type: none"> - Increased staff knowledge and understanding - All teachers able to confidently plan, teach and assess PE - More confident and competent staff evidenced through feedback and lesson observations 	<ul style="list-style-type: none"> - CPD opportunities (especially as staff change will be significant for academic year 22/23). - Further 1:1 lesson observations/ drop ins to monitor staff effectiveness and confidence

<p>curriculum, to increasingly involve school staff supporting lessons - to increase their confidence in delivery of the subject.</p> <ul style="list-style-type: none"> - Lesson observations to monitor staff effectiveness and confidence - Questionnaire to monitor pupil and staff attitudes towards progression in PE/Sport - Training new staff to deliver Forest School so that whole school can gain from this and allow for more positive role models (especially with girls within Forest School./ outdoor experience) 	<p>through MRC School Games Package</p> <ul style="list-style-type: none"> - Specialist Coaches and providers for team teaching and staff training to increase knowledge and confidence in staff delivering PE/Sport - Purchase quality assured resources to support teachers and support staff (Playtime leaders and PE hub) - PE Lead helping in upskilling teachers through modelled lessons, team teaching, planning and observations (as a result of level 6 PE training received) - Subject lead attends/ attending relevant sport conferences/ joint meetings with local rother valley schools to help with organising tournaments and to gain relevant local information - Liaising with other local schools to share knowledge and expertise 		<ul style="list-style-type: none"> - More sustainable workforce including young leaders (through play time leaders training and individuals expertise used within classes) - Enhanced quality of provision - Increased pupil participation in competitive activities and festivals - Increased range of activities/ opportunities - Sharing best practice with other schools in MRC school games partnership - More inclusive curriculum which inspires and engages all children - Increased capacity and sustainability - Continued progression and clear progression of all children during PE curriculum lessons - Discussion informs us that children enjoy the variety of activities on offer during the curriculum PE/ Sport 	<ul style="list-style-type: none"> - First aid training for new staff delivering Forest School - Further training for MDMs and young leaders to ensure consistency of delivery and continuity of young leaders within the school (both curriculum and extra-curricular activities)
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Key indicator 4: Broader experience of a range of sports and activities offered to all pupils	Percentage of total allocation:
	17.13%

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:

<p>Identify which activities children would like to try through the school council meetings and identify which extra curricular clubs the children would like to experience. This has been and will also be done by year group, gender and least active groups to ensure that our school are providing activities that will engage the most children as well as the least active children.</p> <p>Develop and explore opportunities for children to access community sport in order to develop social skills, leadership and communication outside of school (newsletters).</p> <p>Provide opportunities to take part in a diverse range of school sport through extra-curricular clubs, competitions and events.</p> <p>Continue to offer additional extra-curricular opportunities for all children to take part in physical activity and sport.</p> <p>Provide additional links to community sports clubs</p> <p>Children able to participate in festivals/ tournaments held through PSP.</p> <p>Increase opportunities through intra-school festivals for KS1 children</p> <p>Continue to develop relationships with community coaches so a wider range of activities can be offered to all age groups.</p>	<p>Provide opportunities for children with SEND, the least confident and the least active to attend exciting, varied and a new range of activities through the school sport partnerships.</p> <p>Review extra-curricular activities through pupil conferencing/ pupil voice</p> <p>Employ TE to provide extra-curricular clubs and sporting activities that haven't been offered before (e.g. basketball/ yoga). Opportunities to improve sports skills in children through increased opportunities in school and the wider community.</p> <p>Complete inclusive health check on the School Games Website to review our PE and school sport offer in terms of inclusion and use the action plan to develop our offer further.</p> <p>To keep the website information and Pe noticeboard up-to-date with range of clubs on offer (changeable throughout the year) and the results of the recent and upcoming festivals/ tournaments. Children and staff to take photos of the new clothing that is provided for the PE/Sport lessons and tournaments that we attend – this will be shared in the newsletter too so that parents know the expectation of smart and professional kits</p> <p>Children to attend the extra-</p>	<p>Bikeability @ £560</p> <p>£890</p> <p>FS equipment: £307.07</p> <p>Kit £3,342.89</p> <p>£5,099.96</p>	<p>Club registers highlight increase in participation of clubs that are offered (particular interest in those on the SEND and PP registers)</p> <p>Increase in attendance of extra-curricular clubs</p> <p>Reduction of amount of children not meeting the 30 minutes of physical activity per day</p> <p>Increase in % of children attending community clubs and sharing their experiences with other children</p> <p>Engaged or re-engaged disaffected children</p> <p>Increased participation</p> <p>Enhanced quality of delivery of activities</p> <p>Children proud to be part of their team (Especially when wearing their new kit)</p> <p>Increased staff capacity and sustainability</p> <p>Enhances, extended, inclusive extra-curricular provision</p> <p>Improved behaviour and attendance and reduction of low level disruption particularly on a TE PE day</p> <p>Increased pupil awareness of opportunities available in the community area</p> <p>Improved physical, technical, tactical and mental understanding of a range of sports</p> <p>Developed wider life skills which build on from the PE lessons e.g.</p>	<p>Complete minimum of 3 pupil and parent surveys each year (1 per term) to allow student voice to influence extra curricular sports programme and allow parents to be aware of the clubs/ community clubs in the local area.</p> <p>Further increase opportunities for KS1 children both in and out of school</p> <p>Quality start award</p> <p>Look and investigate Storm break</p>
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	<p>curricular clubs</p> <p>School entering as many tournaments and festivals as they can including those that are friendly to offer experience to a wider range of children across the school</p> <p>Links made and continue to be made with coaches and outside clubs</p> <p>Equipment continues to provide opportunities during break and lunchtimes.</p>		<p>communication, teamwork, fair play and leadership.</p> <p>Children signposted and invited to community sessions (locally and further afield).</p> <p>Curriculum map, inclusive health check, club registers, extra-curricular data, children, parent and staff surveys evidence of the above.</p>	
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Key indicator 5: Increased participation in competitive sport				Percentage of total allocation:
				6.49%
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>Provide opportunities for ALL children to challenge themselves through both intra and inter school sport where the children's motivation, competence and confidence are at the centre of the competition and the focus is on the process rather the outcome.</p> <p>Increased participation in School Games Opportunities.</p> <p>Providing opportunities for children with SEND, the least active and the least confident to attend competitions and events,</p> <p>Select children who we feel would benefit the most from the opportunities available in the local Sports calendars</p> <p>Enter external events to give children the opportunity to compete against other schools</p> <p>Investigate further use of virtual inter house competitions/ children leading their own events.</p>	<p>Continue to engage with partnership coordinators and attend competitions</p> <p>Engage more staff/ parents and volunteers alongside young leaders to support and attend competitions</p> <p>Use external coaches to run competitions to increase pupils' participation</p> <p>Identify a set number of competitions/ events to provide transport to</p> <p>Ensure that pupils get the opportunity to take part in local competitive leagues, tournaments and festivals</p> <p>Regular (minimum termly), intra house sports competitions for children across the different sports.</p> <p>To develop links with external agencies in the community to ensure more children participate in community clubs outside of school</p>	<p>M @ £901.66</p> <p>Post @ £879.98</p> <p>MRC £150</p> <p>£1,931.64</p>	<p>Engage with SG Organiser and attend competitions run by the MRC School Games coaches</p> <p>Engage more staff/ parents/ volunteers and young leaders attendance at competitions</p> <p>Use external coaches to run competitions to increase children's participation</p> <p>Identify a set number of competitions/ events to provide transport to.</p> <p>Vast majority of KS2 children participated in the intra-house competitions</p> <p>Sports day set up, participated in and enjoyed by ALL children</p> <p>Fixture results published in newsletters</p> <p>After school club registers</p> <p>School games mark to be achieved (aimed for Gold)</p> <p>Evidence includes: school games mark</p> <p>Competition/ events calendar</p>	<p>Review attendance data and identify children for appropriate opportunities</p> <p>Continue to monitor % of children representing school in competitive sport and allow us to identify those that have not.</p> <p>Continue to attend SG partnership meetings to help shape the offer ensuring it is appropriate for children and of the highest quality</p> <p>Further widen opportunities for children to take part in competitive sporting events</p> <p>Investigate further use on inter-house competitions/ children leading own events</p>

			Photos displayed at school and on the website and in newsletter Competition reports	
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Signed off by	
Head Teacher:	
Date:	
Subject Leader:	<i>HR Coates</i>
Date:	31.07.22
Governor:	
Date:	