

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](#).

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Details with regard to funding

Please complete the table below.

Total amount carried over from 2019/20	£0
Total amount allocated for 2020/21	£17 420
How much (if any) do you intend to carry over from this total fund into 2021/22?	£0
Total amount allocated for 2021/22	£17 420
Total amount of funding for 2021/22. To be spent and reported on by 31st July 2022.	£17 420

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>All Year 6 pupils have learnt safe self-rescue.</p> <p>Those pupils in the current Year 6 cohort who cannot yet swim 25m, have been prioritised for additional swimming coaching in the Autumn term.</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>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> <p>Please see note above</p>	
<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>	
<p>What percentage of your current Year 6 cohort perform safe self-rescue in different water-based situations?</p>	
<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>	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.

Academic Year: 2020/21		Total fund allocated: £17 420		Date Updated: 30/11/22	
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: 25%
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?
To ensure all pupils have active breaktimes. To upskill teachers in incorporating physical activity into lessons across the curriculum (Movement is one of the three Muddy M principles).		Subject Leader to Train PE Ambassadors as Sports Leaders to organise lunchtimes games and activities. School Council & Play Leaders to choose equipment for each zone to encourage active play. Muddy Puddle Teacher CPD and membership to website for all staff. Create area where sustainable outdoor learning resources are kept ready for use in lessons.		£300 to cover SL (1 half day a term); £120 for play leader equipment. £1000 for equipment £3500	
Key indicator 2: The profile of PESSPA being raised across the school as a tool for whole school improvement					Percentage of total allocation: 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:
To use intra-school competition to raise the profile of sport and PE. All children from year 4 up to be able to swim at least 25m.	Classes to use intra-school competitions as a final outcome/hook/context for learning in PE. Re-introduce house competitions. In Autumn Term take all upper KS2 pupils for swimming lessons. In Spring & Summer take lower KS2 swimming and give younger children taster, while continuing to include any older children not yet reaching the target.	£1000 for equipment. £3000 for Swimming costs.		

Key indicator 3: Increased confidence, knowledge and skills of all staff in teaching PE and sport				Percentage of total allocation:
				11%
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 upskill new staff to teach high quality PE. To ensure subject knowledge is kept up-to-date for existing staff.	Audit and lesson observations to identify CPD needs. CPD for ECTs. Association for PE membership.	£300 to release SL. £1500 for CPD. £200 for AfPE membership.		

Key indicator 4: Broader experience of a range of sports and activities offered to all pupils				Percentage of total allocation: 34%
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:
Children will have access to a range of different sports and activities both within school and extra-curricular opportunities.	<p>Replace and update PE equipment in order to teach a wider range of sports: specifically badminton, volleyball & dodgeball.</p> <p>Low-level outdoor bouldering wall on the field.</p> <p>Employ external provider to run after-school clubs.</p>	<p>£1000 for PE equipment</p> <p>£2000</p> <p>£3000</p>		

Key indicator 5: Increased participation in competitive sport				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:
All children will have opportunities to take part in competitive sport within their own school. Children will have increased opportunities to compete against other schools.	Membership of local cluster sports partnership. Breckland School Sports Partnership & Norfolk School Games Look at the school games and local cluster calendar at the beginning of the year and match it to our PE curriculum to enable children to be prepared to take part in inter-school competitions. Termly house days to enable intra-school competitions to be organised.	£500 membership fees £500 equipment & trophies		

Signed off by	
Head Teacher:	Sarah Godbold
Date:	1/12/22
Subject Leader:	Leona Brown
Date:	30-11-22
Governor:	
Date:	