

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



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 2020/21	£ 0
Total amount allocated for 2021/22	£ 20,160
How much (if any) do you intend to carry over from this total fund into 2022/23?	£ 0
Total amount allocated for 2021/22	£ 20,160
Total amount of funding for 2022/23. To be spent and reported on by 31st July 2022.	£ 20,160

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>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 2021.</p> <p>Please see note above</p>	% 81
<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>	% 81
<p>What percentage of your current Year 6 cohort perform safe self-rescue in different water-based situations?</p>	% 50 – land based sessions completed plus some pool based provision. Figure is an estimate as there was no explicit assessment due to pressure on pool

	time when conducting covid catch up swimming
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 – provision of intensive courses for up to 15 pupils.

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: 2021/22		Total fund allocated: 20,160		Date Updated: 05/07/22	
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:
					22 %
Intent	Implementation		Impact		
Children are engaged in high quality play/regular activity throughout lunchtime break to increase	Project Playground support through training of Sports/Play Leaders, management of sports played at lunch/break times.	Funding allocated: £ 4,500	Limited impact from Play Leaders – improvements planned in 22/23. Management of playground improved, safer and more active environment		Provision of a more formal PE/Play Leaders award delivered as an after school club. Then better use of them to support break/lunchtimes.
Increase the volume and quality of PE provision across the school.	Every class (less EYFS) to receive a PE lesson from dedicated PE Staff every week, increasing activity rates and also opportunities to learn		Each class on average receiving between 25 and 30 extra classes in 21/22. More active, more learning opportunity.		Continue to advocate increased PE time and quality – potential to increase into EYFS
To better support and develop children who are reluctant participants in PE lessons to increase participation.	Decision to employ an HLT PE Lead and PE Asst to provide consistency and understanding of the schools pupils		More consistency for our pupils, staff delivering PE across the school now have a better understanding of their needs – resulting in more children actively engaged in PE lessons, less behavioural issues etc		More discreet interventions, programmed around PE Lead timetable, rather than the current ad hoc arrangement.
To increase the amount of children who actively travel to school.	WOW travel project continued		More activity for those children taking part		Revitalise and push again for 22/23
Key indicator 2: The profile of PESSPA being raised across the school as a tool for whole school improvement					Percentage of total allocation:
					33 %
Intent	Implementation		Impact		
All children to be involved in 30 minutes of daily physical activity and movement	Active Learning advocated and supported by staff – provision of activities, events such as The Daily Mile etc	Funding allocated: £ 6,677	Classes and pupils have continued to implement PAL (Physically Active Learning) both in ethos and specific activities, with the support of the PE Co-ordinator		Improvement and range of PAL options via full time PE Lead. Daily Mile as an all year round activity?

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To effectively coordinate PE and Sports premium by planning and implementing the Strategic plan.	Plan has been reviewed and new Vision Statement generated. Time allocated in new PE Lead role to review current practice and acknowledge where improvements can be made		Increased volume of PE delivered to each class. Stronger understanding of and delivery of Sports provision across the year, both in PE, lunch/break times and also after school.	
Recognise/reward excellence (via school values) in PE	A more explicit linking of PE attainment and development (both in groups and as individuals) to the concept of Head Heart Hands but also to the schools values.		A notable shift in the attitudes of many children in PE – being explicitly rewarded, for example for demonstrating Resilience in PE, rather than being the fastest or best at a skill, has meant more children are engaged, value PE and grow in a cross curricular sense.	Use of PE award coins for excellence in PE, potentially handed across in service/assembly, linked to school values.
Increase visible profile of PE	Children now come into school in PE kit on PE days – so all pupils know when it's PE, thereby raising the profile. Having a full time PE Lead in and around school, has raised the profile.		Increased anticipation and a more positive outlook on PE as a subject to look forward to and enjoy	Purchase of new staff PE tops so all staff can match the children in arriving in their school PE wear.

Key indicator 3: Increased confidence, knowledge and skills of all staff in teaching PE and sport				Percentage of total allocation:
				21 %
Intent	Implementation		Impact	
To develop the skills and knowledge of teaching staff when teaching curriculum activities.	Continued use of Get Set for PE providing consistency of the PE curriculum taught across classes and year groups.	Funding allocated £4250.4	Consistency, clarity and support for staff in delivering high quality PE lessons.	
A clear focus on Staff PE CPD as a way to drive sustainability and improvements in PE	Regular staff PE CPD across all year groups, one year group per term, delivered by the PE Lead with consistent messaging on how to improve and what good looks like		Building confidence with a PE lead who can tailor PE CPD / Team Teach requirements for each class teacher	A clear requirement for a specialist Gymnastics CPD has been acknowledged and will be delivered early 22/23
Children get a progressive scheme of work through their primary schooling.	Up skilling the PE Lead via the AfPE/Sports Leaders L5 Cert in PE Specialism Link to above – progressive and developmental based curriculum based on the needs of St Johns children.		Increased understanding of all aspects of the PE Lead role. Ability to move between year groups or classes with confidence and children looking forward to their next steps in PE	Ability to continue reviewing and challenging PE delivery across the school to drive up standards.

Key indicator 4: Broader experience of a range of sports and activities offered to all pupils				Percentage of total allocation: 2 %
Intent	Implementation		Impact	
<p>To improve children’s understanding the importance of keeping their mind healthy and their body healthy and the link between the two. Children able to identify ways to manage and improve their mental and physical health.</p> <p>To give the opportunity for all pupil premium pupils (100%) to attend a free after school sports club.</p>	<p>Increased number of activities and sports provided across the curriculum (eg Spikeball, handball) including after school clubs restarted (including specialist providers) and lunchtime clubs.</p> <p>Pupil Premium children continue to be after school sports clubs for free, removing those potential barriers.</p>	<p>Funding allocated £465</p>	<p>Given the range of activities and sports across the curriculum, plus those additionally offered we are using more children engaging in a broader range. Alongside this a clear narrative that ‘there is a sport for everyone’ from the PE Lead is potentially leading to a more positive outlook on the range of activities and sports.</p>	<p>In a less covid impacted environment, potential to establish a greater range of activities and sports for pupils to engage in – for example table tennis club.</p>

