

# 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	£
How much (if any) do you intend to carry over from this total fund into 2021/22?	£0
Total amount allocated for 2021/22	£19,312
Total amount of funding for 2021/22. To be spent and reported on by 31st July 2022.	£19,312

## 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>NB - Due to Covid our Year 6 children did not have the opportunity to go swimming at school. I am providing data for my Year 4 cohort (who attended this year), and we are looking into sending our current Year 5 pupils to swimming sessions when they are in Year 6.</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>	<p>67%</p> <p>*the percentages are lower than we would expect from a year 4 cohort but the children have missed approx. 2 years of private swimming lessons due to Covid.</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>37%</p>
<p><b>What percentage of your current Year 6 cohort perform safe self-rescue in different water-based situations?</b></p>	<p>67%</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 <b>over and above</b> the national curriculum requirements. Have you used it in this way?</p>	<p>Yes/No</p>



	Purchase new football goals and netball posts for the junior playground, supporting children's physical activity during break times.	£1368.07		Have a focus on teaching the children playground games as an alternative to netball/football during break times.
	Buy new footballs for use during break times. Buy new netballs so that Netball can be added to the curriculum to be taught.	£200		

**Key indicator 2: The profile of PESSPA being raised across the school as a tool for whole school improvement**

Percentage of total allocation:

0%

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 develop the use of physical activity outside of PE lessons as a way to engage pupils.	Engage with outside agencies to give children experiences that broaden their knowledge of physical activities and the ways in which they can keep active.  Provide children with opportunities to use the skills they have learnt in PE lessons - tournaments/activities within school.	£0	Middlesex Cricket - having a professional coach come in and work with the children encouraged some children to engage more than normal. It made children more aware of a different sport they could enjoy (not a 'normal' club that children would attend).  Year 5 and 6 children participated in a Tag Rugby tournament within their houses - made children focus on tactics that they have learnt within	Have a display board at school showing photos/quotes from children taking part in PE lessons and physical activities outside of PE lessons.  Continue giving certificates, ensuring that they are given consistently throughout the year groups.

	<p>Encourage children to participate in activities that they might not normally do - International Dance Day.</p> <p>Target children who are not excelling during PE lessons to engage them as fully as possible in physical activity.</p> <p>Children to be presented with sporting certificates/medals during assembly.</p>		<p>lessons.</p> <p>All classes took part in a dance related activity, from a wake up shake up to choreographing a dance. For the children that enjoy dance this validates that dance is an acceptable form of physical activity, and for children that don't normally dance it pushes them out of their comfort zone to experience something different and challenge their ideas and feelings surrounding dance.</p> <p>Certificates given to a range of children (not just those that have won/participated in tournaments). Ensure there is a clear link between certificates given and the school's core values.</p>	
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<b>Key indicator 3: Increased confidence, knowledge and skills of all staff in teaching PE and sport</b>	Percentage of total allocation:
	50%

<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:

<p>To develop class teacher's knowledge of different topics within the PE curriculum.</p>	<p>To develop staff subject knowledge to ensure they use the correct terminology and are aware of the end point of their key stage objectives - working alongside CSE coach and team teaching lessons.</p> <p>Team teaching for staff members to develop skills and confidence.</p>	<p>£13,000</p>	<p>Teachers will feel more confident to lead PE sessions independently.</p> <p>Teachers will understand progression within different strands of PE in order to cater for different needs.</p> <p>Challenge to come into school and lead an INSET on Gymnastics - the area that teachers feel the least confident to teach.</p> <p>When external companies come in to work with children (e.g. Middlesex Cricket) class teachers to attend and focus on the simple tasks that are used to develop children's skills.</p>	<p>Subject lead to continue to support staff in areas where there is less confidence.</p> <p>Subject lead to put together a simple list detailing the activities that have been used by professional coaches for staff to access if needed.</p> <p>Subject lead to put together a list of fun warm up activities for staff to refer to when teaching PE lessons without the coach.</p>
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**Key indicator 4: Broader experience of a range of sports and activities offered to all pupils** Percentage of total allocation: 0%

Intent	Implementation		Impact	
<p>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:</p>	<p>Make sure your actions to achieve are linked to your intentions:</p>	<p>Funding allocated:</p>	<p>Evidence of impact: what do pupils now know and what can they now do? What has changed?:</p>	<p>Sustainability and suggested next steps:</p>
<p>To ensure pupils understand that there are a wide range of fitness activities that can take place outside of PE lessons.</p>	<p>To engage with outside agencies/sports to come in and work with the children.</p> <p>Make sure that children's learning</p>	<p>£0</p>	<p>Middlesex Cricket coaches coming in for 6 weeks to work with children in Years 2-6. Children had an extra session of PE a week while this took place. For many</p>	<p>Look into a different sport that can be targeted outside of PE lessons next year.</p> <p>Continue to develop the</p>

	<p>about physical health isn't restricted to PE lessons, but that it is wide reaching across lots of other areas of the curriculum and wider school life.</p>		<p>children this was their first experience of working with a cricket coach. By doing this, children become more likely to broaden their ideas surrounding physical exercise.</p> <p>Celebrating International Dance Day. This has made sure that children understand the positive affect of dance on physical and mental health and is something that we will continue with.</p>	<p>children's awareness of physical activity outside of PE lessons.</p> <p>Think of an external coach that can come in for next year - Basketball? Involve Year 5 and 6 children and select some of them to lead small sessions for Year 3 and 4 children showing the skills they have learnt.</p>
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Key indicator 5: Increased participation in competitive sport				Percentage of total allocation:
				5%
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 to be encouraged to follow their passions and strengths both within school and outside of school.	Sign up for Maccabi netball and football tournaments through the year.	£250	<p>Children in Years 3-6 have participated competitively at both football and netball tournaments, with 3 teams winning their tournaments.</p> <p>Children were presented with their medals and trophies in assembly, and photos and information were put in the weekly school newsletter.</p> <p>Children loved taking part in these tournaments. It has developed their collaboration and resilience and is something we want to continue.</p> <p>Worked well, it was lovely to give children who don't normally have the opportunity to play outside of school a chance to do so. however need to check level of children we are playing against to ensure a fair game.</p>	<p>Try to find time for both netball and football teams to train together in the days/weeks leading up to tournaments. This will ensure their knowledge of the game and skills are continuing to develop and will give them the best chance of doing well.</p> <p>We need to check level of children we are playing against to ensure a fair game for both teams.</p>
	Organise friendly football matches for children who excel as well as children of a lesser standard but enjoy it.	0		
	Buy medals to use for Year 6 Sports Day and stickers to use for Nursery-Year 2 sports day.	£70		

Signed off by	
Head Teacher:	
Date:	
Subject Leader:	Danielle Sasto
Date:	20/6/22
Governor:	
Date:	