

Evidencing the impact of the Primary PE and sport premium

Website Reporting Tool

Revised July 2021



Commissioned by



Department
for Education

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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.

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 2022. 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	£0.00
Total amount allocated for 2020/21	£19,385
How much (if any) do you intend to carry over from this total fund into 2021/22?	£0.00
Total amount allocated for 2021/22	£19,275
Total amount of funding for 2021/22. To be spent and reported on by 31st July 2022.	£0.00

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 2022.</p> <p>Please see note above</p>	79%
<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>	79%
<p>What percentage of your current Year 6 cohort perform safe self-rescue in different water-based situations?</p>	79%
<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

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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:	Date Updated:		
<p>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</p>			Percentage of total allocation: %	
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>The use of break and lunch times to encourage physical activity for all pupils. Impact will lead to children enjoying regular physical exercise that each child has chosen for themselves. Less negative social interactions between pupils, leading to each pupil being focussed and ready to learn and apply learnt skills both inside and outside of school.</p>	<p>All pupils to receive 1.5 hours taught PE a week with a rotation of indoor and outdoor activities.</p> <p>Range of clubs provided by teachers and TAs during the school day. After school activities provided by tennis coach and teacher to provide extra activities. Competitive games provided for children from year two upwards through the SSP scheme.</p> <p>The use of the 'Positive Play' scheme on the playground and on the field, which will provide equipment to promote active play.</p> <p>Continue to proactively use the Multi-Purpose Games Area (MUGA) to enhance the quality of</p>	<p>School Sports Partnership £1970</p> <p>Positive play resources £1000</p> <p>£13880 (funding agreed prior to change</p>	<p>Timetables Pupil Tracking Surveys Pupil Voice Club lists New letters</p> <p>Children's love of physical activities shows in choices on the playground. Up take for sports clubs and events often exceeds maximum allowance. Children able to express why a healthy lifestyle is important and what a healthy life style is.</p>	<p>Children have more input in the sports event that happen on the MUGA and at lunch time. Use school council and meetings to continue to focus on pupil voice for activities on the playground.</p> <p>Integrate further activities as suggested on the school games website.</p> <p>Continue to promote a culture of fair play and respect when team games happen at play time.</p> <p>Develop competitive games at lunch time when playgrounds more suitable for year group activities</p>

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	experience of PE and sports lessons and sports clubs.	in advice)		
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:
Children feel empowered to make a difference to their own and other pupils well-being. Children perceive the being active can involve traditional school sports as well as creative events. This will impact on their perception of how to stay healthy for life. Children are proud to be fit and active. To raise the profile of PE for the school community (staff, pupils, parents) and to celebrate children's achievements within and beyond the school environment.	School kits to be used on external and internal sports events. Completion of the sports mark award dependent on restrictions. The further development of sports and play leaders on the playground with reward scheme given a high status by staff. Newsletter and social media updates of all the external and internal sporting activities.	PE equipment / resources £1000 PE Co-Ordinator Leadership time 4 days @ £250 = £1000 (supply costs)	Play leaders support children in keeping active at playtime. 70% plus of children in key stage two have taken part in an out of school club or competitive activity.	Regular reflection on the role of the playground leader with the year six teachers, timetabled throughout the year. Continuing the ongoing checks in each year group as to the choices being made throughout the year. More sports clubs offered to pupils throughout the year. Use of school council for pupil voice Focus days April. Physical wellness week – pick a week of focused activities about daily habits. How can I be better inside and out, exercise, eating habits and

				un-winding – spend more time this week to teach about exercise, eating habits and winding down leading to an activity such as physical activities that are aerobic throughout the afternoon. Get parents involved.
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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 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:
Consistent use of agreed planning so children have a coherent long-term curriculum which allows for skill development. Development of extra-curricular opportunities to match the needs of our pupils.	Medium term plans available Planning used by all staff teaching PE. Staff assess and review assessment to allow for lessons to be further differentiated. Audit of pupils 'out of school' sporting activity at end of year show increased participation. Use outcome of pupil survey to help plan future extra-curricular activities. Continue to monitor participation to ensure that clubs are used by as	PE Co-Ordinator conference = 1 day at £250. PE Co-Ordinator pupil survey leadership time = 1 day at £250.	Skills are seen to increase from year to year. Children with a high level of skill are picked up for development programmes. Children want to take part in competitions Teams win events and consistently show the ability to compete 'within the spirit of the game', teamwork and fair-play.	The subject leader will be provided time to support any staff who may need professional development with the delivery of lessons. Lessons will be analysed for impact and developed based on these assessments. School council can be involved with data collection

	many pupils as possible.			
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:
Develop collaborative skills which are maintained out of the sports situation	Work with jigsaw ethos and Welton expectations (Ready, Respectful, Safe) when in PE lessons. Use of restorative practise approaches in PE lessons. The development of understanding of the concept of good sportsmanship through assemblies and with teachers providing evidence of good examples of professional sports personalities.	£	Children will be able to work in pairs and team lead in lessons. Children will be able to encourage, support, lead warm-up, explain skills and give feedback. Children in year 6 can organise games and activities for their peers.	Further develop the prefect/playground leaders programme to allow children to practise their skills outside of the PE lesson. Provide opportunities for the upper KS2 children to lead warm up activities that are applicable to the activity they are taking part in. Development of outdoor display to encourage children to maintain and develop positive attitudes towards sport.

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:
As many pupils as possible should participate in tournaments offered by the South Hunsley Partnership and further afield.	<p>Attend Winter and Summer Festival of sports.</p> <p>Aim to take two teams to all competitions.</p> <p>Lunch time team games organised by staff with children.</p> <p>Improved promotion of the SSP activities through newsletters and parent mails.</p> <p>Greater involvement in competitions not previously taken up such as gymnastics, trampoline etc.</p>	£	Record of competitions show increased participation (75%+)	<p>Continue to monitor choices made by pupils.</p> <p>Target children who have not chosen a physical activity to help them become more active.</p> <p>More communication with parents about healthy lifestyles and fit for life information.</p> <p>Continue to communicate with the parents of L2 and L3 sports and know more of their involvement of their respective sports.</p>

Signed off by	
Head Teacher:	
Date:	
Subject Leader:	
Date:	
Governor:	
Date:	

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