

# 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	£20,690
How much (if any) do you intend to carry over from this total fund into 2021/22?	£0
Total amount allocated for 2021/22	£20,110
Total amount of funding for 2021/22. To be spent and reported on by 31st July 2022.	£20.110

## 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>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>	67%
<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>	74%
<p><b>What percentage of your current Year 6 cohort perform safe self-rescue in different water-based situations?</b></p>	76%
<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>	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:	Date Updated:		
<b>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</b>			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?:	Sustainability and suggested next steps:
<ul style="list-style-type: none"> <li>To increase activity per day during playtimes and lunchtimes.</li> <li>More children to participate in quality active after school activities.</li> <li>More children to participate in sporting activities during the weekend.</li> <li>To engage less active children.</li> </ul>	<ul style="list-style-type: none"> <li>Access to a wider variety of organised activities in a safe and enjoyable environment.</li> <li>Lunch and break time zones include skipping, teambuilding, football, cricket, basketball, netball, NAK and target games.</li> <li>Introduce lunchtime Taekwondo club</li> <li>After school clubs for key stages 1 &amp; 2 to include sports, Taekwondo, Dance, Squash, separate girls' sports, swimming &amp; cricket.</li> <li>Introduce Saturday morning activities.</li> <li>Introduce Change 4 Life club</li> <li>Purchase basketball hoops for playgrounds.</li> </ul>	£4000	<ul style="list-style-type: none"> <li>There is now a wider range of activities on offer to children during lunch and break times, after school and on weekends.</li> <li>More children are now active during lunchtimes.</li> <li>Children enjoy lunchtimes more.</li> <li>More children now regularly participate in after school sports clubs.</li> <li>More children are now active during weekends.</li> <li>Our least active children are now more active.</li> </ul>	<ul style="list-style-type: none"> <li>Introduce whole school hula hoop days in school and then have lunch and break time hula hoop zones.</li> <li>Re-do whole school skipping days to reinvigorate lunch and break time skipping zones.</li> </ul>

Created by:



Supported by:



Key indicator 2: The profile of PESSPA being raised across the school as a tool for whole school improvement				Percentage of total allocation:
				15%
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"> <li>To celebrate the achievements in PE and Sport to ensure that the whole school is aware of its importance in school.</li> <li>Introduce Sports leaders to take on leadership roles.</li> <li>To have a whole week dedicated to sport and active learning.</li> </ul>	<ul style="list-style-type: none"> <li>Half termly assemblies to celebrate successes in P.E, tournaments, swimming and after schools' sports clubs.</li> <li>Children to receive training to help them organise lunchtime activities and intra school competitions.</li> <li>Sports display board now present in school.</li> <li>A whole week focused on health, nutrition and exercise which includes a range of activities. (i-challenge week)</li> </ul>	£2420	<ul style="list-style-type: none"> <li>All children in school know who our sports leaders are and the role they play in school.</li> <li>All children participate in our sports assemblies.</li> <li>Children are more aware of sporting opportunities in school.</li> <li>All children in school know about our i-challenge curriculum and the importance it plays within school.</li> </ul>	<ul style="list-style-type: none"> <li>Sports assemblies and awards are now embedded within school.</li> <li>To continue to develop our sports leaders and to implement year 5 sports leaders.</li> <li>Further develop our Sports display board.</li> </ul>
Key indicator 3: Increased confidence, knowledge and skills of all staff in teaching PE and sport				Percentage of total allocation:
				17%
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"> <li>Up skilling staff to increase subject knowledge and ensure staff are more confident and confident to teach a broader variety of high-quality PE lessons.</li> </ul>	<ul style="list-style-type: none"> <li>To employ a specialist PE consultant and P.E teachers to team teach in PE and provide staff training to include teambuilding, Skipping, NAK, Tri Golf and general PE.</li> <li>Orienteering training for all teachers.</li> <li>Balance bike training for foundation staff.</li> <li>Specialist sports coach to work with KS1 staff and children.</li> </ul>	<p>£2600</p>	<ul style="list-style-type: none"> <li>All staff are trained and feel more confident and competent and now deliver a more varied range of PE lessons.</li> <li>Children now receive a better quality and more varied PE provision throughout school.</li> <li>Our reception staff now deliver balance bike sessions on a weekly basis.</li> </ul>	<ul style="list-style-type: none"> <li>To continue to offer training opportunities to all staff.</li> </ul>
--	---	--------------	---	---

<p><b>Key indicator 4: Broader experience of a range of sports and activities offered to all pupils</b></p>	<p>Percentage of total allocation: 31%</p>
---	--

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>Additional achievements:</p> <ul style="list-style-type: none"> <li>To offer outdoor and adventurous activities and opportunities to all pupils.</li> <li>To enrich our PE curriculum by introducing a large variety of activities.</li> </ul>	<ul style="list-style-type: none"> <li>Offsite activities package for children in key stage 2.</li> <li>Onsite adventurous activities for children in key stages 1 &amp; 2 to include cycling, orienteering and climbing.</li> <li>New PE equipment.</li> <li>Introduce additional swimming lessons within curriculum, after school and Saturday mornings.</li> <li>Introduce water polo and</li> </ul>	<p>£7400</p>	<ul style="list-style-type: none"> <li>All children in years 5 and 6 and most in year 4 can now ride a bike.</li> <li>All children in key stage 2 have attended an offsite activity centre to participate in water sports / climbing activities.</li> <li>Children now access a broader range of activities on a regular basis.</li> <li>A higher percentage of children are reaching their</li> </ul>	<ul style="list-style-type: none"> <li>100% of year 6 children reach National Curriculum swimming levels.</li> <li>All year 6 children can complete an advanced off-site cycling day.</li> </ul>

	<p>snorkelling for more advanced swimmers.</p> <ul style="list-style-type: none"> <li>• Introduce after school squash club</li> <li>• Purchase of bikes – cycling in school and off site.</li> </ul>		<p>National Curriculum swimming level.</p> <ul style="list-style-type: none"> <li>• Our advanced swimmers can now play water polo and use snorkels.</li> <li>• All children in reception can now ride a balance bike.</li> </ul>	
--	--	--	--	--

Key indicator 5: Increased participation in competitive sport				Percentage of total allocation:
				12%
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"> <li>To ensure all children in key stages 1 &amp; 2 compete in competitive sport on a regular basis.</li> </ul>	<ul style="list-style-type: none"> <li>Continue with intra school competitions for all year groups.</li> <li>Partnership with other school to introduce weekly tournament afternoon.</li> <li>Introduce gifted and talented club.</li> <li>Join Calderdale SSP</li> <li>Park lane tournament calendar</li> <li>Partnership with local Cricket club.</li> </ul>	£3690	<ul style="list-style-type: none"> <li>All KS1 children have participated in intra school competitive sport on at least 1 occasion.</li> <li>All KS2 children have competed in intra school sport on at least 2 occasions.</li> <li>A high percentage of KS2 children have competed inter school sports competitions.</li> <li>Our gifted and talented children have joined an out of school cricket club.</li> </ul>	<ul style="list-style-type: none"> <li>All upper KS2 children get at least 1 chance to compete in an inter school competition.</li> <li>Teachers to implement intra school tournaments within their P.E curriculum.</li> </ul>

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

Created by:



Supported by:



Date:	
-------	--