

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 | £0.00 |
| Total amount carried over from 2020/21 | £13,841.00 |
| How much allocated for 2021/22 | £17,470.00 |
| Total amount of funding for 2021/22. To be spent and reported on by 31st July 2022. | £31,311.00 |
| How much (if any) do you intend to carry over from this total fund into 2021/22? | £3,505.30 |

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> | <p>15% of children can swim competently for 25m. 85% of children can swim competently for 5m.</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>0% can use a variety of strokes. 100% can use front/back paddle. 13% can also achieve basic breaststroke and butterfly leg kick.</p> |
| <p>What percentage of your current Year 6 cohort perform safe self-rescue in different water-based situations?</p> | <p>100%</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> | <p>Yes</p> |

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: £31,311.00 | | Date Updated: July 2022 | |
|---|--|----------------------------------|---|---|--|
| <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: 29% |
| Intent | Implementation | | Impact | | Sustainability and suggested next steps: |
| <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>Post pandemic increasing physical activity so children have access to structured, active play lead by adults and designated children, leading to increased physical activity and improved health and fitness.</p> <p>The playground re-design was completed just before the pandemic hit and was unable to be utilised fully due to keeping children in their bubbles.</p> | <p>In recent years we have raised the profile of healthy eating and sport across the whole school. We continue to develop leadership skills in our pupils, so that they can be a voice for PE, sports clubs and healthy activities at school. They help to promote the positive values of sport and prepare club equipment, set up sports activities and assist sporting events or visits.</p> <p>Post covid we have re-introduced after school clubs that focus on sport and activity.</p> <p>Children across the whole school participated in the Hackney School's Challenge again this year.</p> <p>Children participated in the daily mile challenge with staff.</p> | <p>£9,300.00</p> | <p>Children are more confident to participate in sport and are more active. Increase in number of children cycling, walking and scooting to school.</p> | <p>Rota created for use of trim trail, MUGA, basketball areas so each class have at least one day per week where they can be active in a structured but fun way with their peers. Staff have received induction training on safe use of the equipment</p> | |

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| Key indicator 2: The profile of PESSPA being raised across the school as a tool for whole school improvement | | | | 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: |
| Cycling awareness, bike ability classes to encourage children to cycle more for active travel to and from school. To increase fitness, confidence and level of expertise. Purchase of equipment for playground use for play and lunch times. | Allocate staff to work with Bikeability, balance bike and cycling, after school clubs. New equipment for playground use so children learn throwing, catching skills and increase activity during break times. | £3,700.00 | More children riding bicycles to school particularly year 6 preparing for transition to secondary school. | Continue to use the balance bikes in clubs and lessons to build confidence and ability. Equipment available for future use. |

| Key indicator 3: Increased confidence, knowledge and skills of all staff in teaching PE and sport | | | | Percentage of total allocation: |
|---|--|--------------------|--|--|
| | | | | 31% |
| 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: |
| Sports coach to raise the profile of sport in the school and encourage children to be more active. | Engagement of a sports coach working across the whole school working with all staff to train and instruct in sports across the school. Working with SEND children in small groups to build confidence and improve motor skills. | £10,000.00 | Staff are trained and confident in delivering wider range of sporting activities. SEND children increase activity and increased their confidence in smaller group work. | Continue to build on what has been taught and ensure active participation in sport by SEND pupils. |

| Key indicator 4: Broader experience of a range of sports and activities offered to all pupils | | | | Percentage of total allocation: 13% |
|--|---|--------------------|---|--|
| 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: |
| We focussed on KS2 children post pandemic as it was felt they had missed out on many sporting activities. Swimming lessons for KS2 children in addition to Year 6 statutory swimming lessons. | To improve their levels of fitness and agility and availability and access to a variety of sports including raft building for team working/zip wires following instructions, safety, working at height and various other sports. Allocation of staff for safeguarding to assist all activities so children benefit from small groups. | £4,305.70 | Children have learned the physics of raft building and the need to work together as a team to ensure everyone stayed dry. Children and staff learned how to use harnesses and ropes to safely traverse a ropes course and zip wires. | Parents will be asked to finance these activities in future with the school subsidising. |

| Key indicator 5: Increased participation in competitive sport | | | | Percentage of total allocation: |
|--|--|--------------------|--|---|
| | | | | 1.5% |
| 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: |
| Re-introduce sports day in school as it encourages children to stay healthy they learn team building, leadership skills, improved social skills, develop discipline and team work. | School Sports day - children grouped in house colours, with leaders assigned and participated in circuit games against each other. | £500 | All children participated in competitive active sport to win a Cup/Shield. Children learn to work as a team encourage each other to do well and celebrate sporting achievement and loss. | Staff trained and assigned to do this annually. Participate in inter-School activities again like we did pre-pandemic. |

| | |
|---------------|---|
| Signed off by | |
| CEO: |  |
| Date: | 26 th July 2022 |