

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	£13,001.00
Total amount allocated for 2020/21	£18,943.00
How much (if any) do you intend to carry over from this total fund into 2021/22?	£26,643.00
Total amount allocated for 2021/22	£18,943.00
Total amount of funding for 2021/22. To be spent and reported on by 31st July 2022.	£26,000.53

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 2020.</p> <p>Please see note above</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>What percentage of your current Year 6 cohort perform safe self-rescue in different water-based situations?</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>	Yes/No

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:		
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:
				%
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?
Increase opportunity for pupils to become more active at play/lunchtimes.	Upskill and train sports/playground leaders in several traditional playground games Purchase skipping ropes for every child	Part of the SSP buy-in £4,500.00 Skipping Ropes £TBC		Sustainability and suggested next steps:
Develop the knowledge and understanding of staff regarding the importance of 60 active minutes.	Book in RESSP to deliver whole school staff training. SLT to be present and understand how this will positively impact the pupils.	Part of the SSP buy-in £4,500.00		
Build on physical opportunities within school linking to home and opportunity to engage parents and siblings.	Purchase homework bags, link with existing "Jigsaw Platform" to send Physical Activity homework with weekly challenges set/sent out. Use pupils and staff to model/demonstrate videos.	£17 Per Bag 55 Pupils = £935.00		

<p>Ensure children have access to age-appropriate active travel training to encourage children to walk or cycle to school safely.</p>	<p>Year 3 pupils take part in Pedestrian training to learn how to cross the road safely.</p> <p>Y5 & 6 pupils take part in Bikeability Level 1 & 2 training to learn how to ride their bikes safely on the road</p> <p>Develop and Active Travel plan.</p> <p>Assembly on Active Travel.</p> <p>Active travel promotion to parents and families in school newsletters and parent meetings.</p>	<p>Bikeability Training Cost: Part of RESSP Buy in. (Part of £4,500).</p> <p>Pedestrian Training Cost: £7 per child x 50 children = £350</p> <p>Balanceability £3 per child x 60 children = 180</p>		<p>Each year the next cohort will be trained.</p> <p>School staff supporting the instructors from the RESSP fully understand the outcomes and consolidate this learning back in school.</p> <p>Parents understand the school is an 'active school' and the benefits of walking their child to school and spending quality time on a morning.</p>
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<p>Key indicator 2: The profile of PESSPA being raised across the school as a tool for whole school improvement</p>	<p>Percentage of total allocation: %</p>
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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>Develop life skills in pupils.</p>	<p>Integrate Primary My Personal Best into PE.</p> <p>RESSP to deliver MY PB course to whole staff training.</p> <p>Summer Term - Update curriculum plan to include life skills for the academic year 22-23.</p>	<p>Course Cost: £100</p> <p>Support from RESSP for staff training: Part of RESSP Buy in. (Part of £4,500).</p>		<p>The life skills are fully integrated into the curriculum plan.</p> <p>We need to make sure the skills selected meet the needs of our children and young people each year.</p> <p>Ensure that new staff understand how to integrate the programme in PE.</p> <p>The subject leader needs to keep the school focussed on the impact, so we don't see a drop off.</p> <p>School to home communication regarding the life skills is needed so</p>

				that parents can help consolidate the learning.
Develop leadership skills, knowledge and understanding throughout KS2.	RESSP trained sports leaders Target Y5/6 for full day of leadership training, develop skills that increase physical activity awareness alongside Sport specific skills and a workforce within PE lessons.	Part of SSP offer £4,500		

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:
Increase the knowledge, understanding, confidence and competence of teaching staff	Team Teaching: worked for 3 sessions with a member of the RESSP team on a 1:1 basis.	Team Teach Cost: Part of RESSP Buy in. (Part of £4,500).		1:1 Follow up via email or catch up.
Increase the knowledge, understanding, confidence and competence of teaching staff	Share CPD calendar with all staff. Staff to identify and book on courses to develop their knowledge and understanding.	TBC		
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:
To ensure that all children and young people enjoy some form of sport or physical activity	<p>Take part in RESSP festivals and development days.</p> <p>Introduced skipping at break and lunchtimes.</p> <p>Started a multi-sports club for Y3 & 4 pupils, playing fun activities each week.</p>	<p>Festival & Development Days Cost: Part of RESSP buy in (Part of £4,500).</p> <p>New equipment cost: £x</p> <p>External Coach Cost £</p>		<p>Continue to enter children into sports events and festivals.</p> <p>Ensure thought goes into which children are selected for which event.</p> <p>Follow up work to every event to ensure maximum impact.</p>
Ensure all children have the opportunity to take part in sport/physical activity	Offer every year group after school sporting/physical opportunity across the school year.	Various (TBC)		
Promote community club links across the school.	Use local community clubs to deliver sport specific provision. Advertise and promote clubs within the local area.	Free		An increase in Newcomen pupils attending community clubs, builds confidence of all young people and celebrate their achievements away from school.

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:
Ensure all pupils have the opportunity to represent the school in sporting activities.	<p>Enter into RESSP competitions and festivals.</p> <p>When not possible offer virtual opportunities within school sent out by the RESSP.</p> <p>Celebrate all achievements using the spirit of the games values and not just the winning.</p>			
Develop girls football across KS2	Set up a KS2 Girls football club, currently not mixing bubbles (Autumn Term)	Football Coach £ TBC		