

Evidencing the impact of the Primary PE and sport premium

Website Reporting Tool

Revised May 2021



Commissioned by the
Department for Education

Created by



It is important that your grant is used effectively and based on school need. The [Education Inspection Framework](#) (Ofsted 2019 p64) 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 criteria](#) (p41) inspectors consider the extent to which schools can articulate their curriculum (INTENT), construct their curriculum (IMPLEMENTATION) and demonstrate the outcomes which result (IMPACT).

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 by the end of the summer term or by **31st July 2021** at the latest.

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](#).



Support for review and reflection - considering the 5 key indicators from DfE, what development needs are a priority for your setting and your pupils now and why? Use the space below to reflect on previous spend and key achievements and areas for development.

Please note: Although there has been considerable disruption in 2020 it is important that you publish details on your website of how you spend the funding - this is a legal requirement.

N.B. In this section you should refer to any adjustments you might have made due to Covid-19 and how these will influence further improvement.

Key achievements to date until July 2020:	Areas for further improvement and baseline evidence of need:
<p>Targeted groups of children (Pupil Premium and ELSA. Participated within virtual competitions (Hinckley & Bosworth School Sport & Physical Activity Network, HBSSPAN).</p>	<p>Focus on Pupil Premium Children with the aim to increase participation from previous years.</p>
<p>Sports coach has delivered high quality PE lessons to pupils across the school.</p>	<p>To continue to build on the success of previous years. Sports coach to work with teachers providing a new P.E. scheme.</p>
<p>Pupils have attended and participated within a wider range of competitions.</p>	<p>This is something we will continue to endeavour to build on.</p>
<p>Sports Leaders have supported the school in promoting the profile of sports and PE across the school.</p>	<p>Sports leaders to take more ownership of a range of sports activities taking place across key stage 1 and sports day.</p>
<p>Engaged a wider range of children in afterschool clubs through providing clubs of their interests.</p>	<p>To continue running afterschool clubs through external providers and school staff.</p>
<p>Continued to provide pupils with the wide range of competitive level 1, 2 and</p>	<p>To continue to provide pupils with the wide range of competitive level 1, 2</p>

<p>qualifying competitions.</p> <p>Provided new opportunities for EYFS (balance bikes) to further the children's physical development.</p> <p>Continued to embed the fundamental skills which the Big Moves programme offered throughout KS1</p> <p>Provided the subject knowledge required to skilfully teach the National Curriculum requirements.</p> <p>Promoted the school ethos and values; encouraged pupils to participate as a school team.</p> <p>Promoted swimming for children who were not able to swim 25 metres from their Year 3 curriculum swimming sessions.</p>	<p>and qualifying competitions.</p> <p>CPD opportunities for staff either internal or online.</p> <p>To continue the success of Big moves programme.</p> <p>To continue to provide the subject knowledge required to skilfully teach the National Curriculum requirements.</p> <p>To continue to promote the school ethos and values; encouraging pupils to participate as a school team.</p> <p>To continue to promote swimming for children who were not able to swim 25 metres from their Year 3 curriculum swimming sessions.</p>
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<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 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>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: 21/22		Total fund allocated: £21,350		Date Updated: November 2021	
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: £550	Evidence of impact: what do pupils now know and what can they now do? What has changed?:	Sustainability and suggested next steps:	
Proving pupils with equipment to use at break time and lunch time to encourage active break / lunch.	To have access to equipment to use during break time and lunchtime. Equipment to be stored in the outside shed for access.				
Offer a range of extracurricular activities for pupils in year groups.	Children are now being asked what extracurricular activity they would prefer and new opportunities are being offered.				
Swimming coaching and water safety instruction provided for all pupils on a weekly basis during year 3. A class of year 4 to swim termly due to pandemic impacts last	Qualified instructors used to teach Year 3 pupils a range of strokes and water safety skills. Transport to and from Leisure Centre provided.				

academic year.				
Quality PE lessons provided for pupils in PE lessons.	Sports coach to work with teachers providing a new P.E. scheme.			
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: £100	Evidence of impact: what do pupils now know and what can they now do? What has changed?:	Sustainability and suggested next steps:
Sports Leaders will develop their leadership skills and independence.	Sports leaders to take more ownership of a range of sports activities taking place across key stage 1 and sports day.			
High profile achievements in classes with certificates where appropriate.	Celebrating sporting achievements in school classes- awarding trophies and certificates as appropriate.			

Key indicator 3: Increased confidence, knowledge and skills of all staff in teaching PE and sport				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: £17,800</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>Sports coach will support the class teacher with delivering high quality PE lessons to pupils. This will increase the confidence, knowledge and skills of staff in teaching PE and sport in line with Covid-19 regulations.</p> <p>Continued to embed the fundamental skills which the Big Moves programme offered throughout KS1</p> <p>Sport Coach will provide the subject knowledge required to skilfully teach some areas of The National Curriculum requirements for PE.</p>	<p>To continue to build on the success of previous years with a view to sustain high quality PE lessons and to continue extended school sport opportunities for students. Sports Coach to work with teachers providing a new P.E. scheme.</p> <p>To continue the Big moves programme.</p> <p>To continue to provide the subject knowledge required to skilfully teach some areas of The National Curriculum requirements for PE. Sports Coach to work with teachers providing a new P.E. scheme.</p>			

Key indicator 4: Broader experience of a range of sports and activities offered to all pupils				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>Additional achievements:</p> <p>The school already offers targeted groups of children (Pupil Premium and ELSA) opportunities to take part in group activities in order to develop confidence, teamwork and independence.</p> <p>Engage a range of children in afterschool clubs through providing clubs of their interests in year groups.</p>	<p>Make sure your actions to achieve are linked to your intentions:</p> <p>Pupil Premium children have now given first priority to select after school clubs on a half-termly basis. We are aiming to achieve 10% more pupil premium children to take part extra-curricular activities. This is going to be monitored throughout the year. Consistent communication with parents every half term.</p> <p>To continue running afterschool clubs through external providers and school staff.</p>	<p>Funding allocated: £150</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>

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: £1.510	Evidence of impact: what do pupils now know and what can they now do? What has changed?:	Sustainability and suggested next steps:
Continue to provide pupils with the wide range of competitive level 1, 2 and qualifying competitions.	To continue to provide pupils with the wide range of competitive level 1, 2 and qualifying competitions through PE lessons with the emphasis on inactive children and Pupil Premium children.			
Promote the school ethos and values; encouraged pupils to participate as a school team.	To continue to promote the school ethos and values; encouraging pupils to participate as a school team. This will increase participation in competitive sports and raise the profile of PE and sport within and outside of school.			

Signed off by	
Head Teacher:	A Kitchen

Date:	20.12.21
Subject Leader:	Sanj Kaur
Date:	6.12.21