

# 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](#).

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## Details with regard to funding

Please complete the table below.

Total amount carried over from 2019/20	£0
Total amount allocated for 2020/21	£21,320
How much (if any) do you intend to carry over from this total fund into 2021/22?	£600
Total amount allocated for 2021/22	£21,320
Total amount of funding for 2021/22. To be spent and reported on by 31st July 2022.	£ 21,920

## 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>	74%
<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>	73%
<p><b>What percentage of your current Year 6 cohort perform safe self-rescue in different water-based situations?</b></p>	71%
<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>	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.

<b>Academic Year:</b> 2021/22		<b>Total fund allocated:</b> £21,920		<b>Date Updated:</b> 14.6.22	
<b>Key indicator 1:</b> 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: 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?:
Providing 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.		£131.50	<p>Sports coach carried out break time and lunch time activities with the all children in Key Stage 2.</p> <p>Activities include:</p> <ul style="list-style-type: none"> <li>Year 3 dodgeball</li> <li>Year 4 dodgeball</li> <li>Year 5 dodgeball</li> <li>Year 6 dodgeball</li> <li>Key Stage 2 cross country</li> <li>Year 3 athletics</li> <li>Year 4 athletics</li> <li>Year 5 athletics</li> <li>Year 6 athletics</li> <li>Year 3/4 girls football</li> <li>Year 3/4 boys football</li> <li>Year 5/6 girls football</li> <li>Year 5/6 boys football</li> <li>Key Stage 2 boccia and kurling</li> </ul>
					Sustainability and suggested next steps:  Sports coach to keep running previous activities with children in Key Stage 2. Sports coach to open up opportunities to Key Stage 1 with break time and lunch time sports.

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<p>Offer a range of extracurricular activities for pupils in year groups.</p>	<p>Children are now being asked what extracurricular activity they would prefer and new opportunities are being offered.</p>	<p>£310</p>	<p>Sports coach carried out extracurricular clubs with children from EYFS to Year 6. Clubs include:  EYFS/Year 1 netball club  Year 5/6 girls football  Year 5/6 boys football  Year 3/4 gymnastics  Year 5/6 gymnastics  Year 5/6 basketball  Year 3/4 hockey  EYFS/Year 1 game skills  EYFS/Year 1 net and wall game skills  Year 2 football  *See Stafford Leys sports calendar 21/22</p>	<p>Sports coach to continue carrying out extracurricular clubs with children from EYFS to Year 6. Sports coach to introduce new clubs depending on children's preferences.</p>
<p>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 academic year.</p>	<p>Qualified instructors used to teach Year 3 pupils a range of strokes and water safety skills. Transport to and from Leisure Centre provided.</p>		<p>Sports coach promoted the importance of swimming and water safety. Sports coach supported lower groups with swimming strokes.</p>	<p>Sports coach to continue to promote the importance of swimming and water safety. Sports coach to continue to support lower groups with swimming strokes.</p>
<p>Quality PE lessons provided for pupils in PE lessons.</p>	<p>Sports coach to work with teachers providing a new P.E. scheme.</p>	<p>£46.00</p>	<p>Sports coach supported teachers using the new PE scheme successfully. Sports coach supported with team teaching and made sure equipment was up to date and available.</p>	<p>Sports coach to continue to support teachers using the PE scheme. Sports coach to continue to support with team teaching and continue to make sure equipment is up to date and available. Sports coach to work with new members of staff and up level their skills in specific sporting areas.</p>

Key indicator 2: The profile of PESSPA being raised across the school as a tool for whole school improvement				Percentage of total allocation:
				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:
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.	(same as above)	Sports leaders have been carrying out break time activities with children in Key Stage 1.	Sports leaders to continue to carry out break time activities with children in Key Stage 1 and extend this to lunchtimes too. Sports leaders to use the new PE scheme to implement break time and lunch time activities.
High profile achievements in classes with certificates where appropriate	Celebrating sporting achievements in school classes- awarding trophies and certificates as appropriate.	(same as above)	Children have been rewarded with certificates and trophies to recognise their achievements in school.	Children to continue to be rewarded with certificates and trophies to recognise their achievements in school and extend their achievements across different platforms to raise profile.

Key indicator 3: Increased confidence, knowledge and skills of all staff in teaching PE and sport				Percentage of total allocation:
				84%
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:

<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>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>£17,800 £550.00</p>	<p>Sports coach supported the class teacher with delivering high quality PE lessons to pupils. This increased the confidence, knowledge and skills of staff in teaching PE and sport.</p>	<p>Sports coach to continue to 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. Sports coach to work with new members of staff and up level their skills in specific sporting areas.</p>
<p>Continued to embed the fundamental skills which the Big Moves programme offered throughout KS1</p>	<p>To continue the Big moves programme.</p>		<p>Children in EYFS participated and were assessed in the 12 Big Moves programme. Any next steps were forwarded to parents through communication and tasks were set at home to follow up.</p>	<p>To continue the Big moves programme with the new intake of EYFS children.</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 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>		<p>Sport Coach provided the subject knowledge required to skilfully teach some areas of The National Curriculum requirements for PE. Sports Coach worked with teachers providing a new P.E. scheme.</p>	<p>Sport Coach to continue to provide the subject knowledge required to skilfully teach some areas of The National Curriculum requirements for PE. Sports Coach to continue working with teachers the P.E. scheme.</p>

<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: 0%</p>
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Intent	Implementation	Impact	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</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</p>	<p>Sustainability and suggested next steps:</p>

what they need to learn and to consolidate through practice:			changed?:	
<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>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>(self-paid)</p>	<p>Pupil Premium successfully had first priority when signing up to clubs on a half term basis. We met our aim to achieve 10% more pupil premium children to take part extra-curricular activities. This is was monitored throughout the year by consistent communication with parents every half term.</p> <p>After school clubs were ran successfully through external providers and school staff.</p>	<p>To continue to offer a variety of clubs with a focus on Pupil Premium children and ELSA.</p> <p>To continue to build on a wide range of after school clubs.</p>



Key indicator 5: Increased participation in competitive sport				Percentage of total allocation:
				6%
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:
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.	£1,340.00	Sports coach carried out break time and lunch time activities with the children in Key Stage 2 with a focus of Pupil Premium children. Activities include: Year 3 dodgeball Year 4 dodgeball Year 5 dodgeball Year 6 dodgeball Key Stage 2 cross country Year 3 athletics Year 4 athletics Year 5 athletics Year 6 athletics Year 3/4 girls football Year 3/4 boys football Year 5/6 girls football Year 5/6 boys football Key Stage 2 boccia and kurling	To continue to offer pupils with a 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		This has been promoted throughout the school year using the school games values and animals through level 1 and 2 competitions and sports days.	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

	sport within and outside of school.			the profile of PE and sport within and outside of school
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Signed off by	
Head Teacher:	Andy Kitchen
Date:	14.6.22
Subject Leader:	Sanj Kaur
Date:	14.6.22