

# 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](https://www.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](#).

Created by:



Supported by:



## Details with regard to funding

Please complete the table below.

Total amount carried over from 2019/20	£0
Total amount allocated for 2020/21	£16860
How much (if any) do you intend to carry over from this total fund into 2021/22?	£0
Total amount allocated for 2021/22	£16860
Total amount of funding for 2021/22. To be spent and reported on by 31st July 2022.	£16860

## Swimming Data

Please report on your Swimming Data below.

Meeting national curriculum requirements for swimming and water safety.  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. <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>	
What percentage of your current Year 6 cohort swim competently, confidently and proficiently over a distance of at least 25 metres? <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. Please see note above	100%
What percentage of your current Year 6 cohort use a range of strokes effectively [for example, front crawl, backstroke and breaststroke]? Please see note above	100%
<b>What percentage of your current Year 6 cohort perform safe self-rescue in different water-based situations?</b>	100%
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?	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:	
<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: 52%
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 children are engaged in high quality physical activity at playtime and lunchtime	<p>Employ a sports and wellbeing coach to lead lunchtime games and activities. The role will include leading and supporting PE sessions to enhance the role and ensure children view the coach as a role model. Training will also be provided by Inspire+ in collaboration with the coach to train playground leaders. The coach will work with the MDSAs to ensure the playground leaders fulfil their role.</p> <p>Invest in a basketball net for the playground to add variety to the ball games being played at break and lunchtime</p> <p>Playground leaders to be trained by Inspire+. MDSAs invited to attend the playground leader training to enhance their knowledge and</p>	<p>£8364</p> <p>£404</p>	<p>Children engage in a wide variety of physical activity during break and lunchtime, coached and encouraged by the Sports and Wellbeing Coach and supported by the MDSAs.</p> <p>Children have learned new games and activities as well as new skills in games and sports they already played. This has had the greatest impact in football where the coach is able to coach and referee games, ensuring less time spent with children feeling games are played unfairly.</p>	<p>The model will continue but MDSAs need further training to take a leading role without the coach needing to guide and input.</p> <p>Playground leaders will keep their roles, having not been able to work across year groups this year and the training will be revisited by the coach.</p> <p>A new playground rota will be introduced to ensure children access the wide variety of activities and equipment on offer.</p>

Created by:



Supported by:



	understanding of how to encourage children to be active at lunchtime			
<b>Key indicator 2: The profile of PESSPA being raised across the school as a tool for whole school improvement</b>				Percentage of total allocation:
				27%
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 subscribe to Inspire+ membership	Through the Inspire Plus subscription the children have a range of workshops, experiences and talks from sportsmen and women, both able bodied and Paralympian.	£4250	Children are inspired by the sportsmen and women they meet to try and engage with a range of different sports. They also see that disability means adapting and not missing out on physical activity.	The membership will be renewed for the coming year with an even bigger impact following the televising of the Paralympic games
To introduce and buy staff PE kits	Set the tone and standard for sporting activities and PE lessons by staff leading by example and wearing standard kits	£372	There is an increased professionalism in PE lessons. Children are seeing a good example and are also ensuring they wear the correct kit which means they are fully prepared and ready for physical learning.	The kits will be well used at extra-curricular sporting events, festivals and competitions and will enhance the feeling of team and sense of pride for the children
<b>Key indicator 3: Increased confidence, knowledge and skills of all staff in teaching PE and sport</b>				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:
To buy into Get Set for PE	Enable teachers to be confident in their delivery of PE, upskill teaching staff and ensure that children are accessing two hours of high quality PE each week. Make PE more manageable for them to deliver. Support and adequately equip teachers with the skills to deliver high quality lessons	£825	Subject specific language used by teachers and the understanding they demonstrate through their actions in lessons is a clear example of this raise in standards. Planning is now differentiated to include and appropriately challenge pupils in lessons. Children have an improved attitude to PE lessons and their engagement is high	The use of the scheme will become embedded this year

**Key indicator 4: Broader experience of a range of sports and activities offered to all pupils**

Percentage of total allocation:  
20%

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 use a range of high quality outside providers and subject specialists to run a range of physical activity clubs and enrichment sessions	A dance specialist teaches a weekly music and movement/ dance (age dependent) as part of Enrichment Afternoon. This afternoon demonstrates our commitment to health education and physical activity and includes outdoor learning and cookery for all year groups throughout the year	£3380	Children were exposed to a range of physical activity  Staff were able to access CPD during the sessions that were delivered by specialist providers  Children learned how being active impacts on mental health	These sessions will continue as children develop and refine the skills taught

	Extra-curricular activities include Nottingham Tennis Club, Rattle and Roll dance and Forest Bugs			
--	---	--	--	--



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:
To take part in festivals and competitions  To play football competitively	ALL CANCELLED DUE TO COVID	£		

Signed off by	
Head Teacher:	Emily Brown
Date:	31 <sup>st</sup> July 2021
Subject Leader:	Laurence Zisaruk-Gibson
Date:	31 <sup>st</sup> July 2021
Governor:	Helen Baxter
Date:	31 July 2021