

# 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](#).



## Details with regard to funding

Please complete the table below.

Total amount carried over from 2020/21	£4204
Total amount allocated for 2021/22	£20, 444 (£16, 240 plus carry over)
How much (if any) do you intend to carry over from this total fund into 2022/23?	£0
Total amount allocated for 2021/22	As above
Total amount of funding for 2021/22. To be spent and reported on by 31st July 2022.	£20, 444

## 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>	N/A – infant school
<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>	N/A – infant school
<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>	N/A – infant school
<p><b>What percentage of your current Year 6 cohort perform safe self-rescue in different water-based situations?</b></p>	N/A – infant school
<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>	N/A – infant school

## 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:	Date Updated:		
<b>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</b>				Percentage of total allocation: 61%	
Intent	Implementation		Impact	Sustainability and suggested next steps:	
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?:	
To engage all pupils in regular physical activity, with a particular focus on less active, PP and SEND children.	To maintain membership to the Harris School Sport Partnership: <ul style="list-style-type: none"> <li>To be part of a strong network of local schools which will provide expertise, facilities and resources to be shared (including the use of boccia, disc golf and cricket equipment)</li> <li>We will be given regular updates regarding national PE and Sport issues from the Partnership manager</li> <li>We will have access to local competitions and festivals, applicable to the needs of our pupils. These festivals include targeted groups of pupils such as SEN, girls in sport and those disengaged from sport</li> </ul>		£2390	Children have had access to a wider range of resources to improve their physical literacy. Accuracy in target games and stamina were seen to improve noticeably during monitoring visits. Engagement of children in PE was high, particularly in SEN children.  Coaches from the SSP provided expertise in how children could be encouraged to build up their fitness, with emphasis on perseverance and learning how to collaborate with their peers. Teachers noted how the self-esteem of the children improved during PE lessons.	
				We intend to continue with our partnership, therefore providing further opportunities for children in the next school year.  We intend to increase the number of events attended and the number of pupils attending each event.	

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<p>The provision of outdoor learning will be enhanced, leading to children becoming more active throughout the day.</p>	<p>Playground markings Ensuring EYFS outdoor equipment is well maintained.</p>	<p>£5508 (playground markings)</p>	<p>Children have increased their activity levels in KS1 during lesson times from sedentary to light/moderate by using the playground world map, clock and number square. Children in EYFS have spent more time engaged in physical activities in the outdoor area (dancing on the stage, using the loose parts to make obstacle courses, climbing). At playtimes and lunchtimes, children are seen to be engaging with the playground activity trails. The activity trail is planned for as a lunchtime activity, supported and modelled by an adult.</p>	<p>Continue to inspect equipment regularly to ensure it is suitable for use. Continue to lead as an activity, ensuring full use is made of the activity trail. KS1 staff to continue to use markings within lessons.</p>
<p>That all children will take part in at least 30 minutes of physical activity in school per day in addition to PE sessions taught.</p>	<p>An additional adult will be in place during lunchtime to set out active games and activities. They will encourage all children, but particularly those children who do not take part in any after school sports clubs, to take part in active games at lunch times. The additional adult will be a TA who is trained in lunchtime play activities, and is paid at a TA rate to lead and direct activities.</p>	<p>£4799.56</p>	<p>This had become well established before COVID restrictions. Playground observations noted that children were active and enjoying the range of activities on offer. Pupil voice reported that children throughout different year groups were enjoying lunchtimes and the activities that were provided (see observation and pupil voice notes)</p>	<p>One playground leader who provided physical playground activities previously has left. Training will need to be provided for a new member of staff. (Offered as part of our SSP subscription) Consider how play leaders (children) can be utilised more to help create, set up and encourage use of activity carousels and games.</p>

Key indicator 2: The profile of PESSPA being raised across the school as a tool for whole school improvement				Percentage of total allocation:
				2%
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:
Update training with staff on how PE is an effective tool to improve relationships, behaviour, confidence and self-regulation.	Disseminate information to staff on a training day. Improve the School progression of skills in PE to show how these learning behaviours can be improved through PE.	£200 (Subject leader time – cover provided to allow for research and preparation)	Staff have been observed praising these skills during PE. Children have been observed focusing on improving on their own efforts and learning behaviours.	Pupil voice to be conducted to see how children are responding to how learning behaviours can be shown/improved through physical activity. Continue to focus on perseverance, effort and teamwork over achievement or winning.
To ensure opportunities are provided for parents/carers to engage with and celebrate children’s active efforts.	Teach maypole dancing to all children.  Invite parents into school for Sports day/Maypole Dancing.  Trophies awarded at Sports day for the most sporting behaviour/most effort. Stickers given to all children competing to reward their efforts.	£35 (sports day equipment)  Trophy included as part of the SSP subscription	A sports day was held at school. Behaviour and teamwork were observed to be excellent from both classes. Several parents commented that they really appreciated the chance to observe and support their children taking part. Parents also enjoyed watching the maypole dancing. Children were also invited to demonstrate their maypole dancing at a local heritage weekend. Parents came to watch and members of the community commented on how much they enjoyed watching the dancing.	Consider more ways that parents can be encouraged to be active with their children.
To work towards gaining awards for the quality of PE and sport in the school, that can be shared with our community.	Apply for the Bronze PE Mark. Auditing activity levels and completing paperwork.	£200 (Subject leader time)	An increased understanding of our current provision, recognising key strengths and areas for development. We achieved the bronze quality mark.	See action plan to achieve the silver quality mark.

Key indicator 3: Increased confidence, knowledge and skills of all staff in teaching PE and sport				Percentage of total allocation:
				24%
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 increase the confidence of staff when delivering their PE sessions. To provide staff with a broader knowledge and understanding of the subject, therefore resulting in them delivering more effective PE lessons.	Continuing to be a part of the Harris SSP. Training on different areas of PE is provided by professionals who run the partnership, as well as training for PE leads on areas such as funding, curriculum mapping and progression of skills. Mentoring approach to upskill staff by teaching alongside a professional sports coach.	£4, 297	Teachers have reported they now feel confident in how to deliver the curriculum. Support from specialist coaches has enabled the sports offered to children to be widened e.g. the use of street dance when teaching dance, leading to further upskilling of staff. Team teaching with sports coaches has built up teacher confidence and having an additional adult in the room has enabled further stretch and support for individual children.	Teachers to independently teach curriculum PE next year. Consider staffing to ensure support and ability to challenge.
To increase the confidence in lunchtime staff to deliver active play sessions during lunchtimes.	2 members of staff to be trained in active lunchtimes.	£78 (staff time – free place on course included in subscription)	Only 1 member of staff was able to attend the training due to personal circumstances.	Ensure training takes place for an additional staff member.
To upskill Early Years support staff in active teaching.	Staff to attend training in active ways of teaching early literacy.	£80 (course) £78 (staff time)	3 members of staff attended twilight training, completing a ‘squiggle while you wiggle’ and ‘dough disco’ course to improve early literacy and physical skills through dance. Regular sessions have been embedded into practice and a lunchtime ‘squiggle’ club is in place.	

**Key indicator 4: Broader experience of a range of sports and activities offered to all pupils** 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:
<p>Provide opportunities to take part in a diverse range of school sport through extra-curricular clubs, competitions and events.</p> <p>Continue to offer additional extra-curricular opportunities for all pupils to take part in physical activity and sport</p> <p>Providing additional links to community Sports Clubs</p> <p>Children participate in festivals/ tournaments held through SSP.</p> <p>Increase opportunities for KS1 children</p> <p>Continue to develop relationships with community coaches so a broad and wide range of activities can be offered to all age groups.</p>	<p>Provide opportunities for children with SEND, the least confident and the least active to attend exciting, varied and a new range of activities through the school sport partnership.</p> <p>Review extra-curricular activities through pupil voice</p> <p>Employ sports coaches to provide age and stage appropriate extra-curricular sporting opportunities and to improve sports skills in children through increased opportunities in school</p> <p>Children to attend the extra-curricular clubs.</p> <p>School to enter children into sporting festivals/ competitions.</p> <p>Arrange a cricket taster session through 'Chance to Shine' (Links to sessions at a local cricket club)</p> <p>Links made with coaches and outside clubs –e.g. cricket (chance to shine) /dance</p>	£2148.44 (after school sports coaches)	<p>There has been an extremely high take-up of after school sports clubs this academic year, with all but one child in school participating in at least one club. Most clubs were fully booked. Pupil voice demonstrated that pupils enjoyed a variety of sports on offer, also commenting on how it helps them learn, take turns and be healthier.</p> <p>11 Reception children took part in after school sports clubs (100% - inc 2 SEND)</p> <p>22 KS1 children took part in after school sports clubs (96% - inc SEND, PP and LAC)</p> <p>A 'Chance to Shine' Cricket taster day was arranged and delivered to Reception and KS1. Children were noted to have high engagement throughout the day, particularly SEN children. All children in school participated and most commented how much they enjoyed it. Several participated in the cricket sessions at a local cricket club.</p> <p>14 children continued to engage with the 'All Stars' cricket course at a local</p>	<p>Subject leader to carry out a pupil voice regarding sports the children would like to see on offer in after school sports clubs during the first half of the Autumn term. Use this to compile a list of after school club activities for the remainder of the academic year.</p> <p>Ask the school council to canvas their class to suggest sports that they would like to experience as an after school club.</p> <p>Arrange visitors/tasters of a range of local sports.</p> <p>Analyse the number of children attending these clubs, including groups. Carry out a survey with parents in the Spring or Summer term 2023 to assess the impact of sports clubs on children's lives.</p>

<p>Engaging pupils in local sporting events to increase their interest in a diverse range of sports.</p>	<p>Equipment continues to provide opportunities during break and lunchtimes.</p> <p>Investigate opportunities to celebrate and learn about the upcoming commonwealth games in Birmingham.</p> <p>Arrange a taster day during sports week to try some of the commonwealth sports.</p>	<p>£200 (subject leadership time to plan and lead commonwealth activities)</p> <p>£50 (budget for a sports taster)</p>	<p>cricket club. (Approx 41% of eligible pupils)</p> <p>Children learnt about some of the athletes and sports in this years commonwealth games, linking this to the local interest of the games being held in Birmingham. They watched some athletes performing and then took part in a carousel including rhythmic gymnastics, basketball, tennis and football. We also took part in a daily 'commonwealth themed' daily mile, with all children participating by either jogging or walking. Good levels of fitness and stamina were noted. A specialist gymnastics teacher came into school with an air track gymnastics floor and all children participated in sessions with the coach.</p>	<p>Ensure families have opportunities to connect with local groups offering these sports in the new academic year. Reflect on what they saw and thought during the commonwealth games.</p>
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Key indicator 5: Increased participation in competitive sport				Percentage of total allocation: 2%
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:
All children throughout the school will experience a competitive sports day each academic year.	Extra staff brought in to enable sports day to be held safely. Staff also assisted in supporting children with SEN to take part.	£100 (staffing)	A sports day was held at school, with family permitted to attend. Engagement was high and the children participated really well.	We intend to continue with our partnership, therefore providing further competitive opportunities for children in the next school year.
All children in Key Stage One will have had the opportunity to take part in at least two competitive competitions by the end of their time in school.	Research and organise ways to engage in competition. Book coaches as needed to transport children to competitions.	£280 (coach transport)	<p>Children engaged in a 'sports festival' promoting football skills. All KS1 children in school took part, including 2 SEN, 1 PP and 1 LAC. 22 children altogether. Increased engagement in football amongst girls was noted following this event, with more girls joining in with football at lunchtime. 3 children were scouted and parents have been contacted to attend try-outs at Aston Villa Football club.</p> <p>Children also took part in the 'infant agility' KS1 competition. All children in school participated (24 KS1 children), including 2 SEN children</p> <p>The involvement in these competitions boosted their self-esteem and increased their resilience to taking part in such activities. It has also had a direct impact on their social skills in the playground as they</p>	<p>PE leader to arrange sporting activities to take place, including an external visitor, for sports week 2022.</p> <p>Consider contacting Leicester Tigers, WASPS, Warwickshire Cricket and Coventry City. To be in place by February half term.</p> <p>School to take part in more KS1 competitions.</p>

			understand that it is not always about winning and how to be gracious in victory and defeat.	
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Signed off by	
Head Teacher:	Suzanne Marson
(Date:	20.7.22
Subject Leader:	Liz Wooldridge
Date:	20.7.22
Governor:	Linda Ryan-Smith
Date:	20.7.22