

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	£13,295.40
Total amount allocated for 2020/21	£17,120
How much (if any) do you intend to carry over from this total fund into 2021/22?	£21,695.87
Total amount allocated for 2021/22	£17,240
Total amount of funding for 2021/22. To be spent and reported on by 31st July 2022.	£38,935.87

Swimming Data

Please report on your Swimming Data below.

<p>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. 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? 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. Please see note above</p>	81%
<p>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</p>	81%
<p>What percentage of your current Year 6 cohort perform safe self-rescue in different water-based situations?</p>	94%
<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

Key indicator 2: The profile of PESSPA being raised across the school as a tool for whole school improvement				Percentage of total allocation:
				27.8%
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 improve the Mental Health and Wellbeing of all children throughout the school.	Dance, PE activities and SEAL groups to take place.	£1431	Pupil voice shows that pupils are feeling more confident when performing in front of an audience and have noticed personal improvements.	Continue to support pupil well-being through specialist dance teaching.
To raise the profile for PE across the school and encourage more pupils to be physically active.	Use Sports Ambassadors to communicate messages/scores throughout school. Ensure assemblies are delivered with a focus on PE and the importance of physical activity. Continue to use the 'PE Celebration book' to celebrate pupil achievements in PE lessons. 'Wimbledon Fortnight' to be celebrated throughout school with focus on tennis. PE Rewards organised termly for whole school to take part in a different sport. Spare PE kits to be purchased for pupils whom are unable to purchase kits. Set personal development tasks to promote popular sporting events and to inspire children. Whole sports day to be delivered by Progressive Sports in the theme of the Commonwealth games 2022. Enrich orienteering resources and staff CPD organised to be implemented for the next academic year to develop the	£7500	Sports Ambassadors have a sense of responsibility and have had the opportunity to show independence. Pupils work harder in PE lessons and are keen to be recognised and celebrated in assemblies. Encourages and develops the confidence of 'less active' children. Tennis nets on the MUGA have encouraged pupils to develop their tennis skills during Wimbledon fortnight. Pupils also had the opportunity to play tennis competitively against other schools. Pupil voice/staff feedback is evident that all pupils thoroughly enjoyed their PE reward and liked exploring new sports – Drumba! Was a favourite across the school. The Commonwealth games was celebrated during KS1 and KS2 sports day and the PE display was updated with pupils' personal development tasks that were	Have half-term meetings with Sports Ambassadors to review PE throughout the school and use pupil voice to develop ideas. Continue to use PE celebration Book for pupil achievements. Encourage pupils who attend clubs and competitions outside of school to bring in their awards etc and include in the book. Continue to use high profile sporting events to motivate and encourage pupils to try new sports and celebrate them within school. Sports day 2023 arranged with LFC Foundation. Monitor the teaching of orienteering to encourage use of new equipment and recent training.

	teaching and engagement of OAA.		completed at home.	
To raise pupil interest in existing local sports to inspire and motivate pupils throughout the school.	Whole school trip to ice skating show to watch local ice skaters and professions performing in a show.	£1,900	Pupil voice showed that pupils of all ages, gender and ability were impressed by the show and felt motivated to try new sports outside of school.	To arrange exposure to other sports and sports professions to continue to inspire children.

Key indicator 3: Increased confidence, knowledge and skills of all staff in teaching PE and sport				Percentage of total allocation:
				22.35%
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 develop staff confidence towards PE and physical activity throughout the school.	PE specialist (Craig Jones) to continue to guide/work with staff to develop confidence and enhance quality of PE lessons. A full programme delivered by LFC Foundation has been put in place for the next academic year covering a range of sports. These specialists will work alongside teachers providing professional development opportunities for teachers to improve their own skill set.	£3510 £4,500	RO attended PE CPD to develop understanding of role and expectations for PE. RO has also attended meetings with Craig Jones to set new targets for the school. Staff have had the opportunity to observe high-quality PE lessons.	Continue to guide pupil voice questions to further develop PE throughout the school. Arrange CPD or inset day for staff to develop confidence. Communicate with LFC Foundation to monitor the progress of staff confidence and the quality of PE lessons.
To broaden PE subject knowledge for all staff.	Complete PE platform to be used to support staff with planning, modelling, delivering and assessing. Staff training or inset day to be arranged to support staff with the deliverance of a high-quality PE lesson.	£694	Learning walks and observations carried out for some classes show the use of Complete PE scheme. During these learning walks, all pupils were involved and engaged, including SEN. Staff feedback has shown that the videos within the platform have been extremely useful for modelling activities and behaviours. Useful resources on the platform have supported staff with indoor activities if the weather affects PE lessons. Complete PE has continued to offer the school a wider and more enriching PE curriculum which has been easier to implement.	Arrange CPD or inset day for staff to develop confidence. Give teachers the opportunity to watch RO's lessons. LFC Foundation to support staff with current Complete PE platform to aid lessons.

Key indicator 4: Broader experience of a range of sports and activities offered to all pupils				Percentage of total allocation:
				15.66%
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:
Additional achievements: To increase the number of children who are able swim confidently throughout the school. To increase exposure to a wider range of sport activities.	Booster swimming sessions to be arranged for least confident swimmers. Coach to and from swimming centre. Specialist dance teacher twice per week for additional physical activity sessions. Take part in Big Dance Off North-West	£2500 £1400 £1950 £250	Specialist dance teacher has given pupils the opportunity to develop their rhythm, sequencing and timings. 24 pupils auditioned and got a place in the Great Big Dance off. It the first time ever performing in front of a crowd at a popular venue and all children said they 'absolutely loved it!'. Feedback from specialist dance teacher states, "All of key stage 2 are confident enough to perform a dance routine without my support."	Booster swimming sessions booked in for Y6 pupils. Sign up for The Great Big Dance off and encourage more pupils to take part.

Key indicator 5: Increased participation in competitive sport				Percentage of total allocation:
				11.04%
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>For all year groups to take part in local tournaments and competitions regularly within School Games.</p>	<p>Ensure pupils taking part in sporting events have time to practise with Craig Jones/class teachers. Coaches to be booked for transport to and from venues. All year groups to attend sporting event at least once a year. Purchase Castle View sports kit to ensure pupils feel/look like a team. Purchase equipment appropriate to encourage pupils to practise skills during break times. PPA cover for members of staff taking pupils to competitions.</p>	<p>£4300</p>	<p>Extra practice has ensured that pupils feel confident about partaking in competitions as they've had several opportunities to develop their own skills. It has also enabled children to understand the game thoroughly and develop tactics. This has been evident in competitions where confidence and efforts have significantly improved. Sports kit has made pupils feel like part of a team when attending competitions. Pupils have a sense of belonging when competing. Our school received the GOLD School Games Mark for our efforts in school and for the number of competitions we attended externally. We are all incredibly proud!</p>	<p>Use the School Games Mark timetable for competitions to amend the curriculum map for the following academic year. Put more KS1 classes forward for competitions. Continue to use Craig Jones to prepare pupils for upcoming competitions. To achieve the Gold School Games Mark for the second year running.</p>
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Signed off by	
Head Teacher:	
Date:	14.07.2022
Subject Leader:	R Ord
Date:	14.07.2022
Governor:	
Date:	14.07.2022