

# 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 2019/20	£0
Total amount allocated for 2020/21	£16,980
How much (if any) do you intend to carry over from this total fund into 2021/22?	£11,700
Total amount allocated for 2021/22	£16,790
Total amount of funding for 2021/22. To be spent and reported on by 31st July 2022.	

## 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 2021. 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	69 %
<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 **over and above** 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.

<b>Academic Year: 2021/22</b>		<b>Total fund allocated: £28,490</b>		<b>Date Updated: 7.7.22</b>	
<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:
					%
<b>Intent</b>		<b>Implementation</b>		<b>Impact</b>	
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:		Evidence of impact: what do pupils now know and what can they now do? What has changed?:	
To develop a love for physical activity through regular opportunities to participate during active break, break and lunch times alongside PE lessons		Use of playground equipment throughout the day alongside music on the speaker.		£160.00	
Continue to ensure daily active breaks for all pupils		All teachers to plan this into their weekly timetable to include a range of activities to engage all pupils.		Children have developed their stamina, agility, balance and coordination through the use of this equipment. They are confident that they can use the skills learnt during PE lessons	
				Pupils able to re-engage with classroom work as a result of active breaks, pupils understand the link between physical and mental well-being.	
<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:
					%
<b>Intent</b>		<b>Implementation</b>		<b>Impact</b>	
				21%	

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:
Enable staff and pupils to assess skills and ensure improvement through focused feedback, demonstration and progression of skills.	Purchase of class I pads for use during PE sessions	£5,000	Pupils able to improve their skills and practice through self, peer and adult instruction and intervention	Continue to engage pupils in their evaluating and improving their own and skills and knowledge and their peers
Development of PE leadership	Continued, high quality CPD, development, networking, skills and knowledge of subject leader	£1,075	Skilled PE lead able to effectively monitor PE and sports in school, ensure a culture of passion for Sport and PE in school.	Succession planning
Communication of sporting events activities via to parents	Regular communication regarding sporting activities in the weekly newsletter		Parents understand the importance of physical activity and sporting activities which take place in school	Dedicated PE/Sports noticeboard. Pupil sports leaders

<b>Key indicator 3: Increased confidence, knowledge and skills of all staff in teaching PE and sport</b>				Percentage of total allocation:
				%
<b>Intent</b>	<b>Implementation</b>		<b>Impact</b>	38%
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:

Create a curriculum for PE which supports teachers whilst also drawing on expert knowledge.	Use Of PE Hub scheme and resources which are written by subject experts to create a meaningful and progressive curriculum.	£525	All teachers now have access to a complete curriculum of PE which supports the teacher whilst also providing high quality learning opportunities.	PE Lead to work closely with staff to continue to build staff confidence.
Increase teacher confidence to deliver a range of skills and sports through PE	Partnership with Shrewsbury Town in the Community. Team teaching, observation, joint planning.	£10,500	Teachers report increased confidence in their ability to teach PE and improved skills	
<b>Key indicator 4: Broader experience of a range of sports and activities offered to all pupils</b>				Percentage of total allocation:
<b>Intent</b>	<b>Implementation</b>		<b>Impact</b>	23%
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:
Pupils to make use of the grounds in order to develop orienteering skills and associated fitness	Purchase Enrich outdoor learning orienteering programme	£2,052	Children have improved fitness and stamina and developed skills of pacing, following instructions, judging distance fine.	Promote a curriculum in which children are more engaged in a wider range of PE and School Sport opportunities.
Introduction to a range of different sports through the partnership with Lacon Child	Teachers delivering the programme introduce the children to sports activities not linked to curriculum- eg street dance	£4,500	Children are interested in a wider range of sports and have been direct to local clubs	

Key indicator 5: Increased participation in competitive sport				Percentage of total allocation:
				%
Intent	Implementation		Impact	13%
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:
Attend a range of sporting events throughout the academic year so that children have increased exposure to competition whilst also improving their physical and social skills.	Lacon Child Partnership	£3,600	Multiple successes in sporting competitions. Increased confidence and drive to play as a team and develop skills.	Continue to enter competitions and develop relationships with other schools to create competitive opportunities.

Signed off by	
Head Teacher:	Matthew Halstead
Date:	11.7.22
Subject Leader:	Jill France
Date:	7.7.22
Governor:	Kerrie Lewis
Date:	11.7.22