

# 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 2021/22	£0
Total amount allocated for 2022/23	£ 16,610
How much (if any) do you intend to carry over from this total fund into 2021/22?	£ 4000
Total amount allocated for 2022/23	£ 16,610
Total amount of funding for 2023/23. To be spent and reported on by 31st July 2022.	£ 22,025

## 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 2022.</p> <p>Please see note above</p>	48%
<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>	48%
<p><b>What percentage of your current Year 6 cohort perform safe self-rescue in different water-based situations?</b></p>	48%
<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



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:
Each class to be provided with bespoke Forest School sessions whereby they are physically active in a different environment. New equipment purchased to support effective practice.	Forest school leader to provide additional sessions to children. Forest school leader to liaise with parents and carers.	£2475	Children are physically active in a non-sporting environment – this has been excellent for engaging with some children who are more disengaged with PE. Pupils’ mental health and well-being is being promoted.	The school has 3 members of staff who are forest school trained. This enables greater flexibility of when sessions can take place.
Students to nominate Sports ambassadors.	Promotion of the role of a sports captain/council Application process for students Selection of captains/council and roles decided Awards announced in Celebration Assembly	£0	Sports Captains and School Council are voted on each year. They support the running of the inter-house competition system as well as make suggestions to improve the enjoyment and quality of PE	Pupils were given leadership roles and supported some lunchtime clubs and interhouse competitions. It is intended to continue with this next year
Students to attend competitions locally and further afield. Pupils to be given the opportunity to compete against children from other schools and locations.	School to provide transport to and from events using a mini-bus. School to cover the cost of any entry fees for the pupils.	£4000	Children have taken part in a number of competitions and the Y8 Dodgeball team were runners up for the county. Pupils have experienced competing at different venues and provided with personal development opportunities.	The PE lead to continue making links with other schools to ensure competitions are entered and pupils are given the opportunity to compete. Pupils are celebrated in assemblies.
Ensure pupils have access to high-quality equipment.	Purchase reaction pad equipment that focuses on improving reflexes and cardio vascular fitness levels.	£6800	Children are more willing to take part when they can see that the quality of the equipment is of a high standard and that they can measure their own success more easily.	PE lead to have oversight of the quality of equipment that the children have access to.

<b>Key indicator 3: Increased confidence, knowledge and skills of all staff in teaching PE and sport</b>			Percentage of total allocation:
			0%
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:
Staff to have a clear understanding of healthy lifestyles.	One of the school's drivers is Health – staff are looking for opportunities to link health into their curriculum.	£0	Staff participate in the mile track with children. Staff joined in with the Yoga Session and children can see that staff model the expectations regarding healthy lifestyles. Health is directly referred to in all medium term plans and promoted across the curriculum	Continue to promote healthy living and lifestyles as one of the curriculum drivers.

<b>Key indicator 4: Broader experience of a range of sports and activities offered to all pupils</b>				Percentage of total allocation: 38%
<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:	Funding allocated:	Evidence of impact: what do pupils now know and what can they now do? What has changed?:	Sustainability and suggested next steps:
Children and staff to be taught about different ways to look after their mental health and well-being through physical activity.	School to contact a Yoga teacher and link the session into Mental Health week.	£250	Pupils and staff were provided with a different experience and were provided with an alternative way to look after their mental health.	Source different experience for next year.

Extra-curricular clubs are offered to all pupils throughout the academic year. The sports on offer will vary, for instance they will include football, street dance and multi-sports.	High quality clubs are provided to children and participation in clubs is good.	£6000	All pupils have the opportunity to attend. Pupils have experienced a number of different sports and have received high quality coaching.	To continue with the current provider.
As part of National Sport week, provide children with opportunities to be physically active.	The school to hire a variety of obstacle course for the children to tackle. The course will test their physical skill and endurance.	£1,500	All pupils were physically active and it linked well with our curriculum driver of Health.	Look for alternative experiences when linking to National Sport week next year.

Key indicator 5: Increased participation in competitive sport				Percentage of total allocation:
				15%
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:
The school to take part in local competitions and events. The school will take part in the Middle School Sports Events and also other competitions that are available, e.g. smalls schools football competition. The school to provide transportation as required.	PE lead to register the school for competitions and liaise closely with the local Schools Sports Co-ordinator.	£1500	The school has entered a variety of competitions throughout the year, including Girls cricket tournament, County Dodgeball tournament, small schools football tournament, Middle Schools Sports Day, cricket, Indoor athletics.	School to continue to enter the various competitions. With the number of pupils on roll increasing, there are opportunities for the school to enter more than one team to events.
Promote local sports providers.	Share information with children, parents and carers via social media and text message providers.	£0	We encourage pupils to let us know of their sporting achievements outside of school. We know of several who compete for local clubs, including cricket, swimming and football.	Continue to promote local clubs and seek new relationships with new providers.
Sports Day to take place	Children learn and develop their skills in PE lessons and then apply them on Sports Day.	£0	Children took part and there was a range of carousel style activities where everyone takes part and other activities which had a more competitive spirit, such as the House relay race.	To run annually.
Provide inspirational visits to pupils to promote careers in sports and increase participation for girls in football.	Sheffield United footballer, Bex Rayner, spoke to all children in school, led activities and promoted physical activity and future possibilities.	£500	All students exposed to future career possibilities in football and that gender is not a barrier to becoming a professional sports person.	To run annually



Provide high quality sports coaches and broader experiences to promote careers in sport and sporting role models.	Kieran Reynolds, Worcester Warriors Rugby Union player/coach, employed to run rugby club and deliver high quality rugby across the curriculum.	£50	To provide pupils to access sports that are often not accessed due to financial barriers and deprivation.	To promote further sports that can have limited access due to deprivation. For pupils to enter competitions for new sports.
Increase confidence, knowledge and skills of staff and pupils in teaching and coaching of PE	Work alongside Stoke City Football Club and the Creating Active Schools scheme to promote sport across the curriculum with all school stakeholders.	£1000	Provide clear action plans and training, both online and face to face for staff, pupils and parents. Increase the profile of sport and active lifestyles for all.	Re evaluate school sport impact to measure progression.