

# 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.

Schools are required to [publish details](#) of how they spend this funding, including any under-spend from 2020/2021, 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 2022. 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 allocated for 2021/22	£21,000
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## 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	55%
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	55%
<b>What percentage of your current Year 6 cohort perform safe self-rescue in different water-based situations?</b>	45%
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?	Yes/ <b>No</b>

<b>Academic Year:</b> 2021/22		<b>Total fund allocated:</b>		<b>Date Updated:</b>	
<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: %
<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?	
To increase opportunities for sport and physical activity at lunchtimes	Employ two sports coaches to organise sports activities at lunchtime Senior leader to work with coaches to ensure they are being used effectively to improve opportunities for physical activities		£8200  (topped up from school budget)	<b>Employing two sports coaches to run a range of active clubs at lunchtime has had a significant impact on children's engagement in physical activity. Both pitches are now used daily and children really enjoy opportunities to play competitively. Not only have we seen the impact on children's fitness levels but also we have seen the positive impact physical activity has on individual children who lack confidence or struggle socially.</b>	
To make effective use of the school's outdoor space to increase access to physical activities and improve well-being	Add playground markings to encourage physical activity  Add resources to increase physical activity, strength and agility : balance beams, logs and stepping stones and tyres		£5500	<b>Improvements to resources in the EYFS playground have increased opportunities for children to develop gross motor skills. New equipment has increased opportunities for children to be more physically active throughout the day. New PE equipment has improved the quality of teaching in PE – less need to share resources</b>	
<b>Key indicator 2:</b> The profile of PESSPA being raised across the school as a tool for whole school improvement					Percentage of total allocation: %
<b>Intent</b>	<b>Implementation</b>		<b>Impact</b>		

To run a varied range of after school clubs	Continue to develop a range of after school sports clubs Target hard to reach groups, including girls who don't engage readily in sports – girls only sports club Monitor attendance termly	£2500	<b>There has been a significant increase in the number of children attending after school sports clubs. These have run all year, led by sports coaches or school staff. Girls have been invited to 'girls only' clubs to increase participation and clubs including dance and yoga have encouraged more children to join. Attendance at clubs is monitored and figures are reported back to governors. Over the past year, numbers attending clubs have grown.</b>	Continue to run after school sports clubs
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<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>	
To develop teachers' confidence teaching PE	CPD for teachers, including ECTs  Release time for subject leader to evaluate quality of teaching in PE and further develop PE curriculum	£1000	<b>A new PE curriculum is in place which supports teachers who are non specialists. Our PE lead has been released to attend meetings with other PE leads in the borough, sharing expertise.</b>  <b>Quality of teaching in PE is at least good.</b>	
<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>	
To offer out a range of sports and activities	Work with external coach to develop teachers' confidence teaching rugby	£800	<b>External rugby coaches have worked alongside teachers and children to develop expertise in teaching tag rugby. Teachers are now able to teach this sport confidently and it is now embedded in our PE curriculum</b>	

