

# 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](https://www.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](#).

Created by:  **association for Physical Education**  **Active Partnerships**  **YOUTH SPORT TRUST**

Supported by:   **SPORT ENGLAND**  
**LOTTERY FUNDED**

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## Details with regard to funding

Please complete the table below.

Total amount carried over from 2019/20	£13,628
Total amount allocated for 2020/21	£17,428
How much (if any) do you intend to carry over from this total fund into 2021/22?	£0
Total amount allocated for 2021/22	£17,500
Total amount of funding for 2021/22. To be spent and reported on by 31st July 2022.	£17,500

## 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	67%
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	57%
<b>What percentage of your current Year 6 cohort perform safe self-rescue in different water-based situations?</b>	70%
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>

## 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: 2021/2022		Total fund allocated: £17,500		Date Updated: 22 <sup>nd</sup> July 2022	
Key indicator 1: The engagement of all 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:
					10%
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?:
As part of the drive to improve the PE and PSHE curriculum, an increase in physical activity each day is planned for across the curriculum with at least 1 active or outdoor lesson equivalent per day. CPD to support this. Children will learn the importance of physical activity on their minds and body.		Teachers plan active and outdoor learning in each day through different parts of lessons such as multiplication tables, yoga during mindfulness, an active mile, Forest School, outdoor investigations in science and geography etc.  This is monitored by SLT and PE Leader.		£1750	Children know and can explain how and why physical activity is good for their mental health and physical well-being and can suggest a variety of ways in which they engage in activities at school and they are taking these ideas home with them too.
Key indicator 2: The profile of PESSPA being raised across the school as a tool for whole school improvement					Percentage of total allocation:
					34%
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?:

Improved outdoor areas for EYFS to include floor markings, climbing equipment and track markings. Use of balance bikes to support gross motor skills and balance Use of scooters at breaktimes for KS1 & KS2.	Children having a variety of opportunities throughout the day to practice and master their skills in physical activities and sports.	£1995 £3218 £820.61	Children know about a variety of PE and sports and the positive impact it can have on them. They know how to build and master their skills over time through practise and activities as well as taking part in competitive sport and setting themselves personal goals. They can engage in activities at breaktimes to develop their skills independently	Retain talented staff who will continue to raise the profile of PE, sport and physical activity across the timetable and with extra-curricular provision.
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Key indicator 3: Increased confidence, knowledge and skills of all staff in teaching PE and sport				Percentage of total allocation:
				14%
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:
CPD for teachers on teaching an active curriculum through CPD sessions  Purchase of EYFS Get Set for PE scheme to support teaching and learning in PE and sports to lead into Y1 – Y6 Essentials curriculum	CPD on the use and delivery of Essentials curriculum Improving physical development provision across EYFS to ensure children are quickly building and mastering their gross motor skills.	£1750  £650	Children know about a variety of PE and sports and the positive impact it can have on them. They know how to build and master their skills over time through practise and activities as well as taking part in competitive sport and setting themselves personal goals. They can engage in activities at breaktimes to develop their skills independently	Further CPD for staff in delivering Essentials curriculum Further CPD for staff on active mile development and mindfulness activities. Retain talented staff who will continue to raise the profile of PE, sport and physical activity across the timetable and with extra-curricular provision.
Key indicator 4: Broader experience of a range of sports and activities offered to all pupils				Percentage of total allocation:
				17%
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:
Essentials curriculum followed to deliver a range of sports skills and then enhance this through breaktimes with resources to support active playtimes with Playleaders to support younger learners – consolidate their own skills and teach younger children new ones.	Range of activities tailored to ages, interests and skills offered. Children as leaders, referees, coaches as well as athletes and sports people so they are learning a variety of skills through individual learning, activities and play as well as team qualities required for games and stamina and focus for improving on their own personal bests.	£3000	Children gain in confidence in range of sports offered and participation increases over time. The know how to challenge themselves as athletes, work as part of a team in games and transfer their skills across a range of activities and sports.  Playleaders are recognized as role models with the variety of skills listed above.	Before, lunchtime and after school clubs offering a variety of sports and activities to give children the opportunity to be part of a team and represent school. Develop their thirst for activity and sport and improving on their best each time. Activity and sport is the first choice at breaks and clubs.

Key indicator 5: Increased participation in competitive sport				Percentage of total allocation:
				26%
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:
Active playtimes – playground equipment and improvements to existing equipment to include football nets, basket balls and nets, cricket, rounders and hockey equipment to develop a variety of games skills.  Arrange inter class and inter school competitions	Children are developing confidently with their skills across sports and in different activities and they are know what a successful team and sportsperson requires and children have the determination to meet that level and success as they develop their skills in adult led lessons and clubs, being coached by other children who are playleaders and developing skills through active play.	£3500 £1000	Skills of pupils, engagement and outcomes	Inter class and inter school competitions – develop across CMAT and within Dearne Valley Family of schools.

Signed off by	
Head Teacher:	Lindsey Ebsworth
Date:	22.7.2022
Subject Leader:	Anna Gibson
Date:	22.07.2022
Governor:	Karen Seaman
Date:	22.07.2022