

# 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](#).

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## Details with regard to funding

Please complete the table below.

Total amount carried over from 2019/20	£11,215
Total amount allocated for 2020/21	£34,966
How much (if any) do you intend to carry over from this total fund into 2021/22?	£13,161
Total amount allocated for 2021/22	£17,790
Total amount of funding for 2021/22. To be spent and reported on by 31st July 2022.	£17,590 (approx. £200 remaining)

## 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	83%
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	67%
<b>What percentage of your current Year 6 cohort perform safe self-rescue in different water-based situations?</b>	65%
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> but this is a priority for next academic year now we have found a

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	swimming pool due to our local pool closing down.
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## 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: 2021/22	Total fund allocated:£17,790 (Spent approx £17,390)	Date Updated: July 2022		
<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>60%</b>
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:
<b>To increase daily physical activity of all children.</b>	<b>New playground equipment, PE resources and problem solving activities purchased for all classes to use during playtimes and within PE lessons.</b>	<b>£6315</b>	<b>Observed active playtimes. Children engaged with purposeful play opportunities. Improvements observed in fundamental skills.</b>	<b>Replenish equipment when needed. Introduce intra competition opportunities during playtimes. Children developing a range of different ways to travel and move across the equipment with more confidence and independence.</b>
	<b>Timetabled use of log fitness trail from Year 1 – Year 6 daily</b>	<b>N/A</b>		
	<b>Go Noodle active movement breaks used in all classrooms.</b>	<b>N/A</b>	<b>Active movement breaks twice per day + when needed to allow children to reset, ready for learning.</b>	<b>Timetable regular sessions in all subjects to ensure ‘Active 30’ lessons which promote engagement, enjoyment and movement of all pupils.</b>
	<b>Now Press Play used in curriculum lessons for active movement experiences using headsets.</b>	<b>£2500</b>	<b>Active lessons in foundation subjects using Now Press Play.</b>	

To support children in OAA activities increasing fitness and logical thinking skills.	OAA days for all year groups to begin this year	£1800	New experiences, active children orienteering around school grounds, forest school activities. Enjoyment for all.	Continue with OAA provision for all year groups. Embed into school life to enrich curriculum.
Year 5 to attend swimming lessons.	Blocked sessions for two weeks for each Year 5 class took part at Gosforth Pool.	N/A	Children improved / learned new life saving skills in water safety. Improvements observed through assessments by swimming coaches.	Continue with blocked sessions for Year 5 next academic year.
<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>3%</b>
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:
<b>PE values assemblies / Golden Book.</b>	Children bring in trophies and medals from their sporting journey celebrating successes within school clubs and external clubs.	N/A	Celebrated success. Children (with consent) appear on school Facebook page / in school noticeboard.	Continue to use assembly time to celebrate and encourage sporting values and for introducing new clubs.
<b>PE assessments / intervention sessions</b>	PE and School Sports staff work with children Yr 1 – Yr 6 assessing fundamental skills and progress.	N/A part of PE SLA purchased annually	Evidences personal growth and a focus on key skills to allow the children to perform well in all areas of sport.	Annual assessments / intervention sessions to provide a record of progression and skills of individual children.
<b>Subject Champion days – time given to coordinator to raise profile of PE and school sport through award applications / paperwork.</b>	Time given for sports awards applications / paperwork / validation visits.	£525	Profile of school sport is raised by the school by achieving different awards. Reported to parents via the website / school Facebook page (ongoing) currently achieved two	Continue to give time to coordinator to raise profile of school sport.

Annual Sports Day for all children N – Y6 and parents / carers.	Parents are invited to watch their children participate in our annual Sports Day where all children are given the opportunity to take part.	N/A	Activemark awards and Sainsbury's school games award.	
To ask children their thoughts on PE and school sport through 'Pupil Voice'	During Subject Champion days, talk to children about their experiences and thoughts of PE and school sport.	N/A	High enjoyment and participation levels. For many, this is the first step to competition experience, participating for House Points.  Using Pupil Voice as a means to improve what we can deliver in lessons / what clubs the children want to see / what equipment we can purchase to further enhance enjoyment and engagement.	Continue to host annual Sports Days for children and parents / Carers. Children see opportunities of more challenging activities in future year groups, which inspires and engages children to take part in school sport.  Continue to apply Pupil Voice in future planning sessions when purchasing and evaluations of topics taught.

Key indicator 3: Increased confidence, knowledge and skills of all staff in teaching PE and sport				Percentage of total allocation:
				33%
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 upskill staff in the delivery of PE curriculum lessons.	PE and School Sports Staff member attends school weekly to deliver sessions (3 per staff per term)	£2,400	Staff now more confident in teaching PE curriculum with knowledge of lesson progression and differentiation.	Confidence in staff to teach curriculum PE. Continue next year with dance coach CPD and offer other CPD opportunities where needed.
Annual purchase of Gold SLA for PE Sports Services.	Buy in at Gold level to ensure school is supported and up to	£3,540	Through action plans and half termly meetings, this ensures	Through the support of the

<b>Playground supervisors training.</b>  <b>To provide staff training in staff meeting time.</b>  <b>To attend regular PE Network meetings (coordinator)</b>	<b>date with current guidelines.</b>  <b>PE and School Sports Staff member attended school to train staff in playground games.</b>	<b>N/A included in SLA</b>	<b>school is continuously driving standards.</b>  <b>Training instilled confidence in lunch time supervisors and gave them ideas to suggest for games opportunities at lunchtime.</b>	<b>Sorts Service, sustainability is ensured.</b>  <b>Include Sports Leaders to assist lunch time supervisors in creating game opportunities for children at lunchtime as part of 'Active 30'</b>
	<b>PE coordinators / Sports services to deliver staff training involving latest OFSTED guidance, planning, assessment and practical demonstrations of warm up activities / how to use assessments to further plan.</b>	<b>N/A included in SLA</b>	<b>Staff are up to date with current advice. Revised techniques in assessments / differentiation in lessons. Ideas for warm up activities given (practical session for staff)</b>	<b>Continue to offer staff training annually using new guidance and give packs to staff with relevant paperwork.</b>
	<b>Staff member from PE Schools services to meet with PE coordinator every half term in school.</b>	<b>N/A included in SLA</b>	<b>PE coordinator is up to date with new initiatives and future dates for school events agreed.</b>	<b>Network meetings to continue. New guidance to be shared with staff in staff meeting time.</b>
<b>Key indicator 4: Broader experience of a range of sports and activities offered to all pupils</b>				<b>Percentage of total allocation:</b>
				<b>3%</b>
<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:

Archery and Fencing offered to Year 5 and 6.	External company offered taster sessions of new activities for UKS2.	£340	New skills learned in a non curriculum activity that many children would never have the opportunity to experience. Great enjoyment observed and overheard!	Continue to offer new and exciting sports opportunities throughout the year to foster a love of sport and increase participation.
Sports Leaders training for children in Year 5	School Sports services trained Year 5 children to become Sports Leaders – working with younger children to initiate games on the yard.	N/A included in SLA	New skills learned by children and confidence instilled. Children took part in a celebration event playing small sided games against other sports leaders from different schools.	Children to work with younger children and create games experiences on the yard, empowering them as young leaders.
To pledge to encourage girls football in school.	Girls football club for Year 6 at lunchtimes.	N/A included in SLA	Children loved to play in girls only football club, learning new skills and rules (observed) and feedback from coach.	Continue to offer girls football opportunities as part of our school pledge to encourage and give girls opportunities to play football.
Year 6 school field residential	Year 6 children given the opportunity to camp on the field and take part in different sports activities.	N/A	Children learned new skills in archery, circus skills, bushcraft. New experiences, active children. Enjoyment for all observed by all staff.	Continue with school residentials to offer new opportunities to Year 6 children.
To offer after school clubs.	All classes from Year 1 – Year 6 are offered a range of exciting clubs to attend after school from Sports coaches (school staff to add to experiences next academic year)	N/A	Children from year 1 – 6 have had the opportunity to partake in clubs such as football, Fun and Games, dance and dodgeball. New skills and enjoyment of physical activity observed.	School clubs will continue 2022 / 2023 and all staff will deliver a club to offer a more varied range of sports.
To use sport as a means to raise money for charity.	Year 1 to take part in the hula hoop challenge raising money for a cancer charity.	£170	Children were given time daily to improve hula hoop skills and	Continue sponsored event with sport as a means to raise

			donations were made via a Just Giving page. Children became confident in learning a new skill and money raised went to charity.	money for a chosen charity.
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Key indicator 5: Increased participation in competitive sport				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:
<b>To promote, take part in and host local sporting competitions i.e. football, rounders and athletics.</b>	<b>Due to Covid restrictions many of these did not take place. School will be ensuring this is a priority once guidelines are changed for next academic year. Intra school competitions take place within PE sessions. Dodgeball intra competition Year 2 was trialled.</b>	<b>£ N/A</b>	<b>Children will develop a competitive nature with a desire to succeed and try their best. Recaps and encourages sporting values respect and teamwork.</b>	<b>Competitions to be held annually across a range of sporting activities. Intra competitions to take part in all PE sessions between year groups – to begin next academic year.</b>

Signed off by	
Head Teacher:	Mrs A Thorpe
Date:	July 2022
Subject Leader:	Miss J Cherry
Date:	July 2022
Governor:	Mr G Smith
Date:	July 2022