

# 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 allocated for 2020/21	£8004
How much (if any) do you intend to carry over from this total fund into 2021/22?	£8004
Total amount allocated for 2021/22	£19,070
Total amount of funding for 2021/22. To be spent and reported on by 31st July 2022.	£27,074

## 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 2021.</p> <p>Please see note above</p>	60%
<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>	40%
<p><b>What percentage of your current Year 6 cohort perform safe self-rescue in different water-based situations?</b></p>	N/A
<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>	Yes – Year 6 top up sessions due to COVID interruptions.

## 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: 2020/21	Total fund allocated:	Date Updated:		
<p><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</p>			Percentage of total allocation: 78%	
Intent	Implementation		Impact	
Primary Sports Stars employed to upskill teachers and provide additional lessons for all children	PSS taught 1 <sup>st</sup> lesson to each teacher, the teacher then was able to use this to teach the 2 <sup>nd</sup> lesson of the week. PSS also took an extra 2 hours a week to take 2 classes out and develop their practise of skills.	£12,390	<p>Children can now recall the key skills across a variety of different sports.</p> <p>Children are now excited for PE and always want the extra sessions with PSS.</p> <p>1:1 feedback from specialist PE coach to clear misconceptions of class teachers and to ensure high quality PE can be sustained</p>	<p>PSS to take a back seat in teaching but to also promote subject to 2 new members of staff. PSS to give teachers a week's notice to team teach with KP.</p> <p>PSS to also provide quick snapshot observations and timely feedback to teachers.</p> <p>Class teachers have specialised planning to assist them in future PE lessons.</p> <p>Staff continue to question and evaluate their planning/delivery of PE lessons to ensure their pupils are participating in high quality lessons.</p>

Key indicator 2: The profile of PESSPA being raised across the school as a tool for whole school improvement				Percentage of total allocation:
				11%
Intent	Implementation		Impact	
Taking Year 6 children (3 teams) to compete in a cross country event.	Held trials to pick teams for cross country. The children who were then selected would use some of their lunchtime to train and improve their times in preparation.	£149.21	Children showed great commitment, resilience and reflectiveness during their preparation for the competition. When at the event, children competed to the best of their abilities and were rewarded with medals. They all showed great sportsmanship by cheering each other on throughout the event and were happy with their overall achievement.	To ensure that preparation takes place well in advance of the competition. When holding trails having more than 2 adults to keep score/time. Train other children in Year 6 to time the competitors during their practice to ensure times are kept and not changed. Opening it up to Year 5- couldn't this year due to COVID and timetabling. Have an inside training session in case of poor weather.
Year 6 had top up swimming lessons due to COVID closure.	They had 6 weeks of swimming. Children were provided with 2 specialist swimming instructors.	£787.50	More than half of the children can swim 25m confidently. We were able to bridge the gap that was created due to COVID.	Give teachers an assessment sheet to help them with their assessments. PE Lead to stay in contact with One Leisure to keep up to date with assessments.
Due to COVID the Year 5's were also given swimming lessons as they missed it in Year 4.	They had 6 weeks of swimming. Children were provided with 2 specialist swimming instructors.	£787.50	Due to sending the Year 5 children this year, it has meant that Year 4 and 5 will be having swimming lessons – COVID meant that these years have missed out on their swimming lessons.	Give teachers an assessment sheet to help them with their assessments. PE Lead to stay in contact with One Leisure to keep up to date with assessments.

PSS have provided a lunchtime clubs to promote physical activity.	PSS have a coach come in and run a half an hour lunchtime club to promote physical activity. They allow children to play a variety of games to help with socialising and team building skills.	PSS Cost covered in this.	This is very popular with all of the children across KS2. Children have really enjoyed having a focused activity to participate in during their lunchtimes.	To have this club rotated across KS2 making sure that all year groups have access to this.
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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: 79%
Intent	Implementation		Impact	
PSS to help teachers gain confidence when teaching PE subjects.	Having completed a teacher voice on the areas where they feel least confidence. As a school we noticed that staff felt least confident when delivering gymnastics and dance.	See Key Indicator 1	Teachers in Year 3, 4 and 5 have had subject specific training from PSS in both dance and gymnastics. This has enabled staff to plan alongside PSS. PSS have also given feedback to help develop teaching practise in these areas. Children have enjoyed participating in these lessons and have also had the chance to develop their skills in these two sports and put together their own routines confidently.	Make sure that KS1 and EYFS have access to Dance and PSS. Have children fill out a pupil voice after each sport has been taught to see how their confidence has improved over their teaching. PSS to also provide quick snapshot observations and timely feedback to teachers. Class teachers have specialised planning to assist them in future PE lessons.
As having a new subject leader, make sure that the courses that the lead has been put on will help let them understand their role.	The subject lead has been put on various courses that have helped to implement these things across the school.	£139	The subject leader has been able to meet with PSS and the Head Teacher to implement changes to the PE curriculum for 22/23.	Constant meeting with KP and PSS to make sure that we are keeping with the guidance from county on how we teach PE in Wheatfields.

Key indicator 4: Broader experience of a range of sports and activities offered to all pupils				Percentage of total allocation:
Intent	Implementation		Impact	
PSS to deliver the PE skills rather than a sport. This means that the children have been exposed to different sports and how the skills can be linked across different sports. PSS have also been linked to delivering afterschool clubs and lunchtime clubs.	Children have had 6 weeks at a time to learn a skill in 5 different sports across a half term. The final lesson of the half term was then a combination of the sports taught using that skill i.e. Dribbling.	See Key indicator 1	The impact that this has had across the school has been that children have been exposed to different sports like tag rugby, dance and gymnastics.	Talks with KP(PSS) to include different sports next year. Having a 2 year cycle of sports due to Year 1 and 2 now being combined into 3 classes. Talking to teachers they have felt that they would rather teach a sport as that is what they feel more confident doing. KP and the Head also agree with this.

Key indicator 5: Increased participation in competitive sport			Percentage of total allocation:
			0.94%
Intent	Implementation	Impact	
Taking the Year 6 children to a cross country event help at The Priory School.	The children had trials to be selected for the 3 teams that we took to the event. They then had daily practice outside on the field.	£149.21  Children enjoyed competing and we had reserves come along and help cheer on their peers.	Have KP to set up a school's football team alongside AP. KP will also be timetabled to look at fixtures and other sporting events for the school to compete in. Make sure the events are scheduled well in advance to make sure practise can be put in place sooner.

Signed off by	
Head Teacher:	Theresa Thornton
Date:	July 2022
Subject Leader:	A. Parkinson
Date:	29.07.2022
Governor:	Andy Moffat
Date:	September 2022