

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 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 carried over from 2019/20 | ££9706 |
| Total amount allocated for 2020/21 | £16,740 |
| How much (if any) do you intend to carry over from this total fund into 2021/22? | £0 |
| Total amount allocated for 2021/22 | £16,820 |
| Total amount of funding for 2021/22. To be spent and reported on by 31st July 2022. | £16,820 |

Swimming Data

Please report on your Swimming Data below.

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| <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>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</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>N.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> | 53.8% |
| <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> | 100% |
| <p>What percentage of your current Year 6 cohort perform safe self-rescue in different water-based situations?</p> | 84.6% |
| <p>Schools can choose to use the Primary PE and sport premium to provide additional provision for swimming but this must be for activity over and above the national curriculum requirements. Have you used it in this way?</p> | No |

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: £16,820 | | Date Updated: Termly | | | | | |
|---|--|---|--|---|--|--|--|---|--|
| Key indicator 1: 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: 18.6% | | | | |
| 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: | | Evidence of impact: what do pupils now know and what can they now do? What has changed?: | | | | | |
| <ul style="list-style-type: none"> To continue to offer a broad range of different physical activities at lunchtimes on a daily basis. To further increase activity at playtimes through improved provision and organisation of games and activities. To provide opportunities for alternative after school sports clubs. Daily Dash to be completed by all classes. Playground equipment and PE equipment serviced to ensure safety during use. | | <ul style="list-style-type: none"> One additional member of staff appointed for lunchtimes - delivering games, activities and sports – aim for 100% of children <i>active</i>. Sports coach employed 3 lunchtimes per week to engage pupils in further activity - sports based. Sports coach to monitor which sports interest the children and offer alternative activities in order to engage more children. Wide range of quality playground equipment available for Play Leaders to deliver activities. Daily after school sports club offered with a wide range of activities including, kick boxing, hockey, basketball and street dance. | | <ul style="list-style-type: none"> £2,292.75 additional lunchtime staff member £625 sports coaches £215 servicing of equipment | | <ul style="list-style-type: none"> Feedback from pupils has been positive. Increased numbers of children are taking part in “Active Playtime” activities. All school staff have continued to have regular meetings with and have shadowed the JMAT PE Specialist. Flexible break times have allowed teachers and TAs to work with their own classes, targeting children who are less inclined to join in with physical activity. Attendance at after school sports clubs has included children who may not usual participate in sport. All children completing the Daily Dash. | | <ul style="list-style-type: none"> Staff to run intra-school competitions. Appoint a new Playground Leader co-ordinator. Ensure Playground Leaders are trained and understand their role. Offer as many after school clubs as possible – KS1 focus. Continue to promote the Daily Dash. Look in to purchasing OPAL. | |

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| | <ul style="list-style-type: none"> Daily Dash track in place for use during flex-breaks. Annual servicing package in place. | | | |
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| Key indicator 2: The profile of PESSPA being raised across the school as a tool for whole school improvement | | | | Percentage of total allocation: |
| | | | | 13.6% |

| 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: |
| <ul style="list-style-type: none"> To celebrate sporting successes regularly in whole school collective worship, through social media and newsletters. Organise parent participation events to run during the Summer term. Increase learning through activity across the curriculum, especially in the EYFS where physical development impacts heavily in all areas of learning. Sensory circuits delivered to children with specific need as a tool for improving concentration. | <ul style="list-style-type: none"> Provide staff with time and equipment to post regular social media updates. Share successes with parents via ClassDojo, school website, Twitter and the JMAT newsletter. Include successes in the local paper. Involve Y5/6 children in leading whole school sports events e.g. Sports Day. Parent events organised for EYFS & KS1, Y3/4 and Y5/6. Preparation time ahead of these events for rehearsal, practise, training etc. One hour per day will be spent in the EYFS. Upskilled TA will plan sessions based on ensuring that children meet the physical early learning goals. | £2,292.75 additional staff member to focus on physical development in EYFS and deliver sensory circuits. | <ul style="list-style-type: none"> Twitter, school website and ClassDojo regularly used to celebrate PESSPA. Local Paper used to share achievements of individuals, teams and whole school. Y5/6 children used to support younger children in daily opportunities for activity. Parent involvement was really well received. | <ul style="list-style-type: none"> Develop a sports council to lead development of PESSPA in school. Create a sporting successes display board to celebrate achievement. Complete a termly review of pupil well-being including a review of who takes part in sport and who doesn't. Develop an award for intra-school <u>team</u> sporting competitions. |

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| Key indicator 3: Increased confidence, knowledge and skills of all staff in teaching PE and sport | | | | Percentage of total allocation: |
| | | | | 47.5% |

| 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: |
| <ul style="list-style-type: none"> To continue to improve the planning, teaching and assessment of PE lessons in school. To provide relevant CPD to increase staff confidence in teaching PE lessons. | <ul style="list-style-type: none"> P.E. specialist to work with all staff, tracking weekly P.E. lessons from planning to delivery. Continue to support staff in implementing the Val Sabin P.E. scheme. Support staff in using Dimensions <i>Learning Means the World</i> curriculum for dance. P.E. specialist to support teaching staff in assessing children's attainment and progress. Gaps analysis used to tailor next steps. Teaching and support staff provided with the opportunity to work with P.E. specialist teacher to continue building confidence and knowledge in a wider range of sports. Release time provided for P.E. leader to monitor sport through school. | £6000 JMAT sports specialist £2000 teachers and TA CPD | <ul style="list-style-type: none"> Staff using PE Milestones Assessment grids to monitor pupil progress. Val Sabin P.E. scheme being used successfully. | <ul style="list-style-type: none"> Track attainment in PE when compared with core subjects at expected and greater depth. Provide training for new staff members. Audit new staff knowledge and confidence through questionnaire. Provide further training opportunities. P.E. co-ordinator to visit other JMAT schools to observe successful promotion of activity. |
| Key indicator 4: Broader experience of a range of sports and activities offered to all pupils | | | | Percentage of total allocation: |
| | | | | 16.7% |
| 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 | 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: |

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| consolidate through practice: | | | | |
| <ul style="list-style-type: none"> • To offer a variety of sports and physical activities at lunchtimes. • To provide a wider range of afterschool sports clubs to target children's different interests. • To make a wider range of P.E. equipment available so pupils can access a broad PE curriculum. • To plan class sporting visits. | <ul style="list-style-type: none"> • Lunchtime sports coach trained in delivering a wide range of sports based on children's interests. • Use Pupil Voice to inform the clubs offered. • Purchase new resources for PE lessons and active break times. • Y1/2 visit to Xscape to participate in snow sports. • Y3/4 visit to Austerfield for orienteering. | <p>£448 Xscape visit</p> <p>£481 Austerfield visit</p> <p>£1889.58 Equipment</p> | <ul style="list-style-type: none"> • Increased number of pupils accessing lunchtime activity. • Wider range of children accessing after school clubs. • Children accessing a much wider range of sports than before. • Increased participation in physical activity due to the wider range of equipment being used in flexi-break times and active lunchtimes. • Children loved the sports based school visits and learnt a wide range of new skills. | <ul style="list-style-type: none"> • Continue to explore opportunities available to include all children. • Identify target groups of children who aren't attending lunchtime activities and afterschool clubs and find out why they are not accessing these and ways to help them become more active. • Further extend the clubs on offer. • Mini Olympics to be held at the EIS - attended by all students if possible. • Replace broken equipment. • Purchase additional equipment based on interest. • Plan additional sports based trips. |

| Key indicator 5: Increased participation in competitive sport | | | | Percentage of total allocation: |
|---|--|-----------------------------|---|---|
| | | | | 2.9% |
| 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: |
| <ul style="list-style-type: none"> To provide children with opportunities to take part in a wide variety of competitions. To explore ways of providing further intra school sporting competitions To plan a variety of sporting events during the Summer term, linked to learning in the classroom if possible – not just a standard ‘sports day’. | <ul style="list-style-type: none"> P.E. Specialist to co-ordinate the JMAT Cluster Sports Calendar and support us in accessing as many competitions as possible. P.E. leader will find ways to encourage more KS1 children to take part in competitive sport. The school will look at introducing further intra school sporting opportunities for all pupils. P.E. leader to plan a Mini Olympics event for EYFS and KS1. Y3/4 to plan a <i>Highland Games</i> event. Y5/6 organise a parents v children rounders match. | £500 PE leader release time | <ul style="list-style-type: none"> Inter-sport competitions and events limited due to continued covid restrictions in the Autumn term. Virtual events successful. Weekly intra-school sports challenge with 100% uptake. Mini Olympics was enjoyed by all. EYFS and KS1 children have a deeper understanding of athletics. Highland Games showcased cross curricular learning. Parents v children rounders promoted sports building relationships. | <ul style="list-style-type: none"> Look into how we can attend more JMAT sporting competitions where possible (team size, transport etc). Introduce intra-school <u>team</u> sporting competitions. |

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| Signed off by | |
| Head Teacher: | Laura Carr |
| Date: | 14.7.2022 |
| Subject Leader: | Liam Horton |
| Date: | 14.7.2022 |
| Governor: | Ian Hutchinson |
| Date: | 14.7.2022 |