

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](#).

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Details with regard to funding

Please complete the table below.

Total amount carried over from 2019/20	0
Total amount allocated for 2020/21	£17,795
How much (if any) do you intend to carry over from this total fund into 2021/22?	£1600
Total amount allocated for 2021/22	£17,795
Total amount of funding for 2021/22. To be spent and reported on by 31st July 2022.	£2,240.00

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>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>	Year 5 revisit sessions after previous years closures
<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>	%76
<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>	%72
<p>What percentage of your current Year 6 cohort perform safe self-rescue in different water-based situations?</p>	%75
<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:	Date Updated:		
<p>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</p>			Percentage of total allocation:	
			%	
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:
<p>Continue to offer breakfast club and encourage more pupils to attend school earlier/ attend activities Increase knowledge of health-related issues. Nutritional knowledge. Benefits of exercise.</p> <p>Offer a range of sport and activity competitive / non-competitive. Monitor and ensure delivery of sports and physical activity shows a clear progression of skills. Promote positive attitudes and encourage being active. Understanding of how sporting discipline Self-control and will power should be used in all aspects of life. Focus on leadership skills Introduce new and varied activities create opportunities for a range of interests, talents and abilities through school. (membership of RBSGP)</p>	<p>Staff offer healthy breakfast option. Safe,friendly environment with choice of activities</p> <p>Promote through a varied sporting Curriculum timetable. 2 hours per week of Curriculum P.E Following government guidelines NC targets/ extra curriculum clubs. New equipment for curriculum P.E.</p> <p>Clarify and offer learning opportunities to encourage the understanding of good sporting values. Respect achievement of others Celebrate and be proud of own achievements Activities to develop skills at an appropriate level. Challenges- Learn to</p>	<p>Curriculum P.E equipment £700</p>	<p>Understanding of healthy choice , nutrition and routines. Enjoyment of social aspect with peers.</p> <p>Progression of skills and understanding throughout subject. Experience a rich and varied curriculum for all. Sports council to establish interests and demand for sporting areas (pupil voice-surveys, discussion, request box) Use of Primary PE Passport targeted through PP / Vulnerable pupils in year groups to have an increased sense of pride, self-belief and achievement. There is very</p>	Follow government guidance

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	<p>challenge themselves /set targets (personal best.</p> <p>Extra -curriculum sessions offered to mixed year groups weekly sports coach and internal sports leaders. Encourage attendance through positive attitude, remove barriers e.g. confidence. Sports leaders to attend planning and training sessions</p>		<p>An increased knowledge of wellbeing/ healthy lifestyle and importance of being active.</p> <p>Progression evident in assessment and observations The sporting. Values outlined by the Sainsbury's Kite Award Criteria are reiterated by all sports coaches / leaders internal and external and the evidence of this can be seen in how the children respond to their sports leader peer both within lesson times and during lunch time / break. Key indicator 2: The profile of PE and sport being raised across the school as a tool for whole school improvement</p>	
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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: %
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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?:
To promote a sense of pride and wellbeing in the children Encourage and develop confidence in all pupils. New kits Hoodies for sport leaders To display information on the school website. Provide opportunities for all children to excel in a range of sporting,	Sports board Assemblies, Newsletters, School Facebook social media (Keep parents, carers up to date with achievement, participation) Intervention groups Sports council. Attending course CPD Staff meetings Trophies	New kit £150 Sport leader hoodies £200	Pride (visible in discussion, attitudes throughout the school. Interest from the wider community Share achievement. Feedback from children, parents, carers Notes from meetings.
			Sustainability and suggested next steps: Feedback from parents/carers/pupils Evaluate

physical activities (curriculum and extra curriculum based) Celebrate success as a whole school.				
Follow planning through the P.E Passport Scheme of work to meet the requirements of the National curriculum Opportunities for children to discuss, represent peers voice opinions.	Follow termly, long term planning from scheme ensuring good progression of skills. Use as assessment tool in addition to Target tracker. Opportunities to be provided during P.E lesson e.g peer assessment, choosing good examples, share success, ideas and support.	Primary PE Passport £400	Effective assessment which reflects lesson learning objectives. Children have a clear understanding of what they are learning and how to achieve it. Demonstrate knowledge of technical vocabulary.	
Ideas Involvement of other members of staff not just the school Sports coach.	Utilise the talents, ideas of other staff Cheerleading and gymnastics EYES staff.		Shared vision	

Key indicator 3: Increased confidence, knowledge and skills of all staff in teaching PE and sport				Percentage of total allocation: %
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:
Include a range of sporting sessions, activities to be deliver by a variety of specialist staff attended by in house staff. Provide a range of learning opportunities, topics that interest and encourage staff participation. Coaching leadership opportunities for children	CPD courses offered to staff Opportunity to work alongside specialist sports coaches Participate in workshops Work alongside sports coach. Take part in playground pals challenge Work with peers to plan and deliver activities to other children Sports ambassadors to develop leadership skill during extra curriculum sessions. Leadership development for all during curriculum		Progression evident in assessment Utilises staff skills, talent and specialisms Pupils experience and benefit from a range of teaching styles, skills and approaches. Whole staff positive approach/ attitude towards the development and impact of a healthy, active school	Ongoing monitoring Discuss with staff/ feedback In-services Questionnaire.

	based learning.			
Key indicator 4: Broader experience of a range of sports and activities offered to all pupils				Percentage of total allocation:
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:
Additional achievements:To provide a range of learning opportunities, topics that interest and encourage ALL pupils' participation. RBSGP to be part of a partnership that provides a large range of competitive, non-competitive opportunities and festivals. Visit/invite other local schools to take part in sporting events e.g. comps, festivals, taster session. Sport leaders to help plan organise school sports day	Follow NC targets Include all areas of topics outlined within the NC Provide a range of extra curriculum opportunities at different ability, age levels. (accessible to all) Specialist dance –Year 6 West End in Schools, Girls/Boys football- coaches to deliver sessions, cricket ,golf –(school governor)RBSGP course Bikeability, Balance bikes KS1. Opportunities for SEND Gifted and Talented A,B and C teams	Balance bikes/specialist coach £300 Coach £150 Extra curriculum sessions equipment £600	Children develop and progress skills in a wide range of areas. Increased confidence Greater uptake of competitive activities. Inclusive	PE passport award % pupil participation. Monitor uptake
Equipment 'fit for purpose' children to explore and become competent with the use of a range of equipment specific to the subject area, age and requirements of purpose	New equipment purchased for specific areas ,including outdoor use , sports leaders activities, dinnertimes, multisport and also curriculum based sessions	£500	Progression of skills throughout areas P.E and sporting. Children explore use of new equipment. Work with peers- positive relationships, leadership skills, good role models/responsibility. Choice ,confidence and independence	

Key indicator 5: Increased participation in competitive sport				Percentage of total allocation:
				%
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:
Develop school teams Children to challenge themselves Understand good sporting values winning and losing, rules. Experience competitive opportunities inter/intra school.	Attend organised games, matches and festivals offered through the school games partnership Intra school competitions within PE sessions class and school	RBSGP	Understand rules and expectations in a variety of sport. Show confidence. Demonstrate a good level of team work.	Monitor participation and team development.

Signed off by	
Head Teacher:	
Date:	
Subject Leader:	
Date:	
Governor:	
Date:	