



Evidencing the impact of the Primary PE and sport premium

Website Reporting Tool
Revised July 2021

Commissioned by



Department
for Education

Created by



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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	£6850
Total amount allocated for 2020/21	£18440
£How much (if any) do you intend to carry over from this total fund into 2021/22?	£5500
Total amount allocated for 2021/22	£18440
Total amount of funding for 2021/22. To be spent and reported on by 31st July 2022.	£23940 (Spent £22190)

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. 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	
What percentage of your current Year 6 cohort swim competently, confidently and proficiently over a distance of at least 25 metres? 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 2020. Please see note above	44%
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	50%
What percentage of your current Year 6 cohort perform safe self-rescue in different water-based situations?	100%
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?	Yes/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: 2021/2022	Total fund allocated:	Date Updated:		
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				
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:
Children to improve fitness levels. Children to have the opportunity to take part in physical activity outside of PE lessons	<ul style="list-style-type: none"> - The Daily Mile to be timetabled into each class' daily timetable. - Lunchtimes to be zoned with different sports/physical activities to take part in which are coordinated by a play leader - To buy active boards that children can use at lunchtime/playtimes. To increase useable space and activities for physical activity outside for EYFS	No funding £421- equipment Play leader - £3500 Active boards - £7560 Contribution of £1750 to be spent in Autumn 2022	Children enjoy being physically active. All children are outside for the lunch time taking part in a range of activities and are encouraged by midday supervisors to be physically active and take part in sport based activities. EYFS children able to access outside and use an increased range of equipment to increase physical activity opportunities	To integrate a personal competitive based element into the daily mile to further improve fitness levels. To have intra year group competitions at lunchtimes to be organised by the play leader. Once Dfe building work complete (Summer 2022) to action this
Key indicator 2: The profile of PESSPA being raised across the school as a tool for whole school improvement				
Intent	Implementation		Impact	

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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 encourage all children to take part in physical activity and sports.	- Invite an athlete in to deliver a motivational assembly and deliver a sponsored event.		Children were inspired to take part in clubs – especially cross country/athletics. Staff were able to gauge the fitness levels of children after lockdown to be able to set targets for the year.	To find other professional sports people who can inspire children with a range of sports.
PE to be integrated into the whole-school curriculum	<ul style="list-style-type: none"> - create a LTP for PE that is in line with the whole school curriculum (Basketball hoops and whistles to support delivery of curriculum) - Dance to be included as part of the arts week timetable. 	£65	<p>Children access lessons which teach a variety of sports that are built on in different phases.</p> <p>All children across school took part in performing as dance and were able to see the crossover as dance being used for fitness and within the arts sector.</p>	<p>To continue using the plan for a 2-year cycle and measure the improvement within in sport.</p> <p>To continue to include dance in the arts week timetable.</p>
School to be a part of Bolsover Sports Partnership.	Have access to sports competitions, CPD and expertise.	£2494	Colleagues were on hand to support school staff, children entered competitions and events for free.	To renew the membership.

Key indicator 3: Increased confidence, knowledge and skills of all staff in teaching PE and sport				
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:

Increased staff confidence in teaching PE to further improve the confidence in children.	- All staff to receive specialist support for one half term. - PE Passport	£3330	Every staff member received half a term with a specialist sports coach, where they observed lessons being taught and were involved in team teaching. Staff are able to use PE passport as a base for their lessons and adapt where needed for their class. PE/Sport was a priority.	To continue to have a specialist in school so staff gain expertise in more areas. To research other schemes.
A staff member to lead PE across the curriculum.	- Staff member to support others.	£3000	PE/Sport was a priority.	To have a new leader.
Key indicator 4: Broader experience of a range of sports and activities offered to all pupils				
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:
Children to be given the chance to take part in a range of sports clubs.	- Football club (Y3/4 and Y5/6) - Gymnastics club (Y1/2) - Cross country training (Y3-6) - Boccia Club (Whole school) - Handball Club (Y5/6) - Dance (KS2)	£ 960 £100 (costumes)	More members of staff were involved in the delivery of sports clubs which allowed more children to be involved.	To ensure new staff, who want to, have the opportunity to run a club.

Key indicator 5: Increased participation in competitive sport				
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: For children to have the opportunity to be involved in a competitive playing against other schools.	Make sure your actions to achieve are linked to your intentions: - Create a school football club/team - Play competitive football matches in a league. - Athletics competition Y3/4 Y5/6 - Boccia competition - Cross country Y3-6	Funding allocated: £160 bus for Y5/6 athletics £32 taxi	Evidence of impact: what do pupils now know and what can they now do? What has changed?: Children were able to attend competitions, feeling more confident, due to the clubs.	Sustainability and suggested next steps: To plan for clubs to be run before competitions.
For children to have the opportunity compete individually against other schools.	- Hold cross country training. - Invite children to compete in a cross country competition.		Cross country training took place within school before a competition which meant they enjoyed it more.	To hold a school cross country competition.
Children to feel proud to represent Heath as part of a team or individually.	To buy a sports kit that will be used by children partaking in competitions.	£568	Children felt that they were part of a team and were more confident in the competitions as a result of this they had more of a drive to succeed.	To ensure the kit is well looked after.

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

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