

# 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 carried over from 2019/20	£
Total amount allocated for 2020/21	£18,390
How much (if any) do you intend to carry over from this total fund into 2021/22?	£8,496
Total amount allocated for 2021/22	£18,390 TBC
Total amount of funding for 2021/22. To be spent and reported on by 31st July 2022.	£26,886

## Swimming Data

Please report on your Swimming Data below.

<p>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></p>	<p>The 2021/22 cohort did not attend swimming lessons with school since before the pandemic.</p>
<p>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</p>	90%
<p>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</p>	%
<p><b>What percentage of your current Year 6 cohort perform safe self-rescue in different water-based situations?</b></p>	%
<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>	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.

<b>Academic Year: 2021/22</b>		<b>Total fund allocated: £26,886</b>		<b>Date Updated: 1 Nov 2021</b>					
<b>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</b>					Percentage of total allocation: 31%				
<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:		Evidence of impact: what do pupils now know and what can they now do? What has changed?					
<ul style="list-style-type: none"> <li>All pupils improve their understanding of healthy lifestyles.</li> <li>All pupils have the opportunity and are encouraged to be more physically active throughout the school day and beyond.</li> </ul>		<ul style="list-style-type: none"> <li>Appoint PE Sports Apprentice to ensure pupils play physically active games at lunch and playtimes. Part of time is to set up games and lead the children as playground leaders.</li> <li>The PE Sports Apprentice will run after-school clubs, including football and running, to increase uptake in sport, particularly targeting pupils who lead less active lifestyles.</li> <li>Introduce the daily mile for lunch time/before or after school</li> <li>Train apprentice and TA/MDS staff to help ensure more pupils play physically active games at lunch and playtimes. The apprentice will work with children as playground leaders.</li> <li>Spring 22- Train Y5 pupils as playground leaders to help pupils use the equipment well.</li> <li>Purchase additional equipment for playground and storage.</li> </ul>		Proportion of cost: 3/10 of £14,731 = £4419 (cost of apprentice includes deduction of £3k DfE grant)  £600 Playground Activator training (inc. additional hours)  £600 Playmaker Training  £800 equipment & store		12 member of staff and 16 Year 5 pupils were trained as Play Activators and PlayMakers and help involve many pupils in active games at lunchtimes. We purchased more equipment and a storage shed to facilitate games. We had afterschool sports clubs everyday, majority provided by apprentice. Most pupils had an opportunity to attend at least one club (netball, football, cricket, multi-sports) and approximately 190 places were taken up.  It has not been practical to operate the daily mile.		Sustainability and suggested next steps:  PE apprentice will need a further 7 months to complete course – from future premium. As the impact is high and for continuity of clubs, extend employment to end of academic year.	

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	<ul style="list-style-type: none"> <li>Lunchtime and afterschool club with RBG&amp;S (Thursdays)</li> <li>Introduce LivWell Curriculum as part of PSHE curriculum to help pupils learn more about living a healthy lifestyle.</li> </ul>	Proportion: £1300 £695 LivWell Curriculum	RBGS support with lunchtime games and have run clubs for fencing and gymnastics (66 places in total were given) The LivWell curriculum has been implemented within our PSHE curriculum	
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<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:
				1%
<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:		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"> <li>Pupils are inspired to participate in sports and other physical activity.</li> </ul>	<ul style="list-style-type: none"> <li>Through networks and Create Development, provide support for the PE lead as well as a means of tracking pupil participation in PE to ensure every pupil benefit from the premium. Release staff to attend specialist subject leader training to increase the effectiveness of the Leadership &amp; Management of our PE.</li> </ul>		£300	PE leader has attended network meetings, including with Create Development. These have supported the confidence of our PE Lead to grow enabling the level of support they have been able to offer colleagues to impact on whole school teaching.

<b>Key indicator 3: Increased confidence, knowledge and skills of all staff in teaching PE and sport</b>				Percentage of total allocation:
				40%
<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:		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"> <li>Pupils receive quality PE sessions that equip them with the knowledge, skills and motivation necessary for a healthy, active lifestyle and lifelong participation in physical activity and sport.</li> </ul>	<ul style="list-style-type: none"> <li>Continued access to REAL PE scheme of work and to Jasmine Online resource to support teaching.</li> <li>The PE Sport apprentice will support the teacher in PE lessons, ensuring that more pupils get direct feedback and support to develop their skills.</li> <li>Whole InSET day staff training on REAL Gym. Continued access to new scheme of work and to Jasmine Online resource to support teaching.</li> <li>Purchase of additional PE equipment to deliver the new scheme of work.</li> <li>Due to gaps in learning from pandemic, provide an additional instructor in swimming lessons.</li> </ul>	<p>REAL PE/Jasmine is £495 per year</p> <p>Proportion: 5/10 = £7,366</p> <p>£845 REAL Gym training</p> <p>Additional costs for all staff to take part £500</p> <p>£500</p> <p>£1,080</p>	<p>Following the scheme of work has enhanced the quality of PE and pupils' learning. All staff feel more confident in their delivery of gymnastics and teachers learned a variety of strategies to effectively teach skills so that all pupils can improve and be fully engaged in lessons. They have learnt how to effectively teach with apparatus to ensure pupils utilise it fully throughout lessons.</p> <p>By having the apprentice in lessons, teachers have been able to direct support to more reluctant children to improve their involvement and enjoyment in PE sessions.</p>	<p>Ongoing costs for REAL PE/Jasmine is £495 per year</p> <p>Staff training for Dance would be helpful in future years.</p>
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<p><b>Key indicator 4: Broader experience of a range of sports and activities offered to all pupils</b></p>				<p>Percentage of total allocation: 25%</p>
Intent	Implementation		Impact	
<p>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:</p>	<p>Make sure your actions to achieve are linked to your intentions:</p>	<p>Funding allocated:</p>	<p>Evidence of impact: what do pupils now know and what can they now do? What has changed?</p>	<p>Sustainability and suggested next steps:</p>
<ul style="list-style-type: none"> <li>Pupils have opportunities to try out a new physical activity.</li> <li>Pupils have increased opportunities to join after school clubs.</li> </ul>	<ul style="list-style-type: none"> <li>We encourage pupils to travel to school by bike or scooter. All reception pupils will take part in Balanceability sessions in Aut – practising their core PE skills using balance bikes. As well as providing them with extra physical activity and encouraging</li> </ul>	<p>Instructor's charge and use of balance bikes: £1,300 (Autumn)</p>	<p>All reception pupils engaged in Balanceability, developing their core skills. Since then, we have purchased balance bikes and protective equipment (approx. £200) so that pupils can continue their development.</p>	<p>Continue Balanceability and make sure pupils have regular practice on our balance bikes. We have organised Bikeability for pupils Y4-6 for 2022/23 academic year.</p>

<p>Additional achievements:</p>	<p>them to get on their bikes and scooters at home, the sessions encourage them to be safe when traveling to and from school.</p> <ul style="list-style-type: none"> <li>• Fencing - To increase pupils' interest and motivation in a range of sports, KS2 pupils to have a block of fencing lessons with RBGS in Terms 3-6.</li> <li>• PE Sports Apprentice will run before and after-school clubs to increase pupils' interest and motivation in a range of sports and with an emphasis on working as a team and getting everyone moving.</li> </ul>	<p>Instructor's charge and use of specialist equipment: £2,600</p> <p>Proportion of cost: 2/10= £2946</p>	<p>Fencing was not practical as a class activity so we implemented as an afterschool club only. The instructors provided other PE sessions instead and an afterschool gymnastics club. We had afterschool sports clubs everyday, majority provided by apprentice. Most pupils had an opportunity to attend at least one club (netball, football, cricket, multi-sports, gymnastics and fencing).</p>	<p>Spilt Fencing into 2 groups per big term so more pupils can access.</p>
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Key indicator 5: Increased participation in competitive sport				Percentage of total allocation:
				2%
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"> <li>Every pupil is able to take part in as many competitions as possible.</li> </ul>	<ul style="list-style-type: none"> <li>Subscription with sports partnerships who organise interschool games and competitions. Facilitating participation will be supported by the PE leader and PE Sports apprentice.</li> <li>Release for leader and apprentice to attend meetings (inc for school games mark)</li> </ul>	£40  £500	We have not participated in sports competitions this year. The options were few and not very accessible as the cost of staffing and transport by far exceeds the budget. The PE leader and sports Apprentice were released to organise the whole school sports day at OSH.	Look for more local events where possible or factor in cost of transport to these events.

Signed off by	
Head Teacher:	Claire Stylianides
Date:	2/11/2021
Subject Leader:	Nicola Batham
Date:	2/11/2021
Governor:	Michelle Westwood
Date:	2/11/2021