

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	£18400
How much (if any) do you intend to carry over from this total fund into 2021/22?	£0
Total amount allocated for 2021/22	£18400
Total amount of funding for 2021/22. To be spent and reported on by 31st July 2022.	£18400

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>	N/A – KS1
<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 2020.</p> <p>Please see note above</p>	N/A – KS1
<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>	N/A – KS1
<p>What percentage of your current Year 6 cohort perform safe self-rescue in different water-based situations?</p>	N/A – KS1
<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: 2020/21		Total fund allocated: £18400		Date Updated: 17.09.21		
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: 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?:		
<p>Ensure the delivery of a wide range of activities in school with the intention of engaging and inspiring all children.</p> <p>Ensure that all children receive at least 2 hours per week of high quality, well-planned PE.</p> <p>Ensure each child participates in activities related to: Games; Gymnastics; Athletics; and Dance.</p> <p>Support to be, given to those with issues that make participation in physical activity difficult.</p>		<ul style="list-style-type: none"> • Daily Brain Gym • Just Dance activities in class • 1 hour indoor PE (EYFS & KS1) • 1 hour outdoor games (KS1) • Daily access and opportunities for Physical development in EYFS outdoor area • Write Dance and BEAM gross motor programmes. • Active Maths programme • EYFS Fine Motor activities – Playdoh Disco, Clever Fingers etc • Termly Speed Stacking • Sensory Circuits for SEN children 		<p>£1073</p> <p>All children have received their PE entitlement this year, with PE being a protected entitlement within the school for all children. Children enjoy PE and are enthusiastic when participating.</p> <p>All KS1 children have taken part in a broad range of physical activity related to Games; Gymnastics; athletics and Dance.</p> <p>In EYFS curriculum developments have enabled greater free flow to the PSED elements in the outdoor area, including access to bikes, scooters, rockers etc In addition classroom based physical activities such as Just Dance, playdoh disco etc that develop gross motor skills increased</p>		Sustainability and suggested next steps: All areas of focus are sustainable for next year.

Key indicator 2: The profile of PESSPA being raised across the school as a tool for whole school improvement				Percentage of total allocation:
				13.5%
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:
<p>Provide appropriate resources and increase space for outdoor PE</p> <p>Develop the range and type of physical activity available at lunchtimes, engaging children and reducing behaviour incidents.</p> <p>All children to be confident and have the relevant skills to take part in a range of gymnastics and sports.</p>	<ul style="list-style-type: none"> PE Subject Leader release – monitoring Additional equipment to support lunchtime activities Additional equipment to support teaching of new skills Sports Coach at Lunchtime to increase the level of participation in organised games Training for MDS, particularly those new to role 	£2500	<p>The planned MUGA has not been achieved this year, however this has not significantly impacted on the school's ability to deliver outdoor PE.</p> <p>The sports coach has increased participation in adult led games during lunchtimes.</p> <p>Subject Leader has had planned release through the year in order to monitor provision. Resources have been audited and renewed as necessary</p>	<p>Review and revise lunchtime procedures for MDS to deliver 'Active lunchtimes' and to encourage participation in adult led games</p> <p>PE Lead focus monitoring on lunchtime provision.</p>

Key indicator 3: Increased confidence, knowledge and skills of all staff in teaching PE and sport				Percentage of total allocation:
				35%
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>Ensure all teachers have relevant skills and knowledge to teach all aspects of Foundation Stage and KS1 PE</p> <p>Ensure PE lessons are well structured and cover all aspects of skills and knowledge</p>	<ul style="list-style-type: none"> Strive training for ECTs Strive half-day weekly coaching – CPD teachers PE Subject Leader attendance at Cluster events CPD – 'Real PE scheme' 	£6500	<p>Jasmine REAL PE – Inset day training for teachers and TAs has increased confidence. REAL PE resource is regularly utilised by teachers and is having an impact on children's knowledge and skills.</p> <p>STRIVE coaches have supported teachers with gymnastics, games and athletics and have</p>	<p>As teachers confidence teaching PE has increased the decision has been taken to move away from regular sports coaches for next year.</p> <p>A new leadership structure across the infant and junior school will facilitate greater cross working and enable the PE</p>

Ensure teachers are confident in teaching all aspects of PE			<p>raised children's enthusiasm for PE.</p> <p>PE Subject Leader attended Kent PE conference which has given her ideas and focus for next Academic year.</p>	<p>Leads to take greater ownership of the PE and Sports premium going forward.</p> <p>The PE Lead is considering completing the PESPA qualification.</p> <p>As the current PE Lead is part-time next year there are plans for an ECT+1 to shadow her and share the role, ensuring continuity and continued prominence for PE moving forward.</p>
Key indicator 4: Broader experience of a range of sports and activities offered to all pupils				Percentage of total allocation: 43.5%
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:
<p><u>Additional achievements:</u></p> <p>Ensure PE and sport has a high profile in school and that the ethos of good sportsmanship permeates all aspects of school life.</p> <p>All children to engage in excellent teamwork in whatever endeavours they engage in.</p> <p>Ensure PE and sports are, embedded in our cross-curricula approach to learning and we utilise physical activities as much as possible within our themed days and events.</p> <p>Increase the number and variety of sports based after-school clubs.</p>	<ul style="list-style-type: none"> • Provision of After-school Clubs: <ul style="list-style-type: none"> ➢ Football ➢ Dance ➢ Multi-skills - Strive • Lunchtime Play Leaders Club - Strive • Nurture group that supports active lunchtime for vulnerable children • Bikeability for EYFS • Themed lessons for EYFS and KS1 • Health Week – Sports activities 	£8012	<p>After-school clubs have seen increased participation throughout the year.</p> <p>Active Nurture has supported vulnerable children at lunchtimes and encouraged engagement in physical activity on bikes and scooters.</p> <p>Bikeability was delivered by 'Take Pride' and was accessed by all EYFS children.</p> <p>Health week had a day with a specific PE focus where all children were engaged in physical activity outside of their statutory entitlement.</p>	<p>Moving forward we would like to increase the number and range of after-school and lunchtime clubs.</p> <p>This would include some free clubs run by school staff to encourage more participation of our disadvantaged groups.</p> <p>As part of the focus on 'Active Lunchtime' Nurture provision will also be reviewed.</p> <p>As the participation and impact of 'Bikeability' is high for children in EYFS we intend this to continue.</p>

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:
Ensure that there should be an element of competition within our PE and sports and we actively teach children to be gracious winners and good losers.	<ul style="list-style-type: none"> Y2 & Y1 Sports Day – competitive races – EYFS Sports Day – competitive element Participate in TPAT Olympics 	£315	<p>Sports Days include a variety of activities designed for children to compete against their personal best as well as against others.</p> <p>Greater opportunities for cross-Trust competition has enabled children to take part in Trust events such as Benchball and athletics.</p>	<p>Sports Days have been reinstated after the pandemic enabling children to engage in healthy competition.</p> <p>There are plans to continue the TPAT Olympics to make it an annual event as well as increasing the number of inter-school competitions.</p>

Signed off by	
Head Teacher:	Nicole Caulfield
Date:	17.09.21
Subject Leader:	Gemma Hodges
Date:	
Governor:	Hayley Chisholm
Date:	