

Evidencing the impact of the Primary PE and sport premium

Website Reporting Tool

Revised July 2021



Commissioned by



Department
for Education

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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](#).

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Details with regard to funding

Please complete the table below.

Total amount allocated for 2020/21	£32690.00
How much (if any) do you intend to carry over from this total fund into 2021/22?	£29000.00
Total amount allocated for 2021/22	£32600.00
Total amount of funding for 2021/22. To be spent and reported on by 31st July 2022.	£61600.00

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>	
<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>	100%
<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>	100%
<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>	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: 2020/21	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:	
			30%	
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>Children to be provided with a range of resources, equipment and exercises to participate in regular physical activity.</p> <p>To continue with sport's coaches and staff leading games during lunchtimes to support engagement in regular physical activity for children.</p> <p>To introduce playground activities/ physical challenges for children to regularly engage with and lead for other children.</p> <p>Children to understand the importance of keeping active and undertaking 30 minutes of physical activity a day at school.</p> <p>Children in Year 6 to complete cycling proficiency.</p>	<p>Continue to aim for 30 minutes of physical activity a day. Continue to promote activity at break and lunchtime play; provide resources and promote activity; skipping ropes; bats and balls; activity trim trail at both school sites.</p> <p>Sports coach to continue to lead physical activities during lunchtimes and aimed to increase participation through in-school competitions.</p> <p>Children in upper KS2 were tasked with taking part in and leading playground physical challenge activities for younger children to engage with.</p>	£18,607.34	<p>All pupils had opportunities to attend extra-curricular sports clubs across the academic year. They were able to engage with multiskills, tag rugby, cricket, golf, netball, archery.</p> <p>Investment in high quality, sustainable resources, including involving the children in choosing resources, helped to support engagement of all pupils.</p> <p>Drumba and sports coach provided Pupil Play Leaders with ideas to facilitate this practice during break times and as part of warm-ups in P.E. lessons. Children use personal challenge throughout break times.</p> <p>Daily mile initiated by the Pupils Play Leaders involved all children and staff.</p>	<p>Continue to promote active breaks through skipping challenges, invest in skipping ropes for every child and coaching (Skip2bfit or KWheeler, Dave).</p> <p>Continue to promote teaching staff and teaching assistants to encourage and join in with active breaks.</p> <p>Continue to track personal best challenges (invest in Moki bands).</p> <p>Promote Year 6 Pupil Play Leaders to prepare and deliver sporting challenges during break times.</p> <p>PE lead and Sports Leaders to monitor active break times.</p> <p>Continue to liaise with families</p>

Provide Extra-Curricular for children.	Teaching assistants and Teachers to promote active break times. Join in and set games for children to participate in.		Wellbeing week, the pupils and staff engaged in a wide range of high quality physical activities which promoted a wide variety of sports, developed pupils understanding of the importance physical activity linked to good mental health.	and pupils to ascertain the clubs and activities that pupils want to be attending in particular for KS1 pupils. Explore further training for staff around activity options for during the school day. Research courses to help staff to see the importance of activity and provide ways to do this.
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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:
22%

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:
To ensure PE resources are reviewed, maintained and used effectively across the school to support good teaching & learning. To ensure whole school timetable embeds and promotes regular health, wellbeing & fitness that supports the school vision in terms of growing 'resilience'. To ensure that the implementation and review of the Sport Premium strategy is shared and monitored by governors. Assess and track children's mental health and wellbeing across school to help	Money budgeted for general PE resources. Staff to timetable and promote health, wellbeing & fitness as part of PE and PSHE. Sport Premium monitored and reviewed as part of governor meeting agendas. Pupil, parent and staff voice/questionnaires to assess and support children's mental health and wellbeing.	£13,284.20	PE and sporting opportunities continue to be well resourced to support high quality practice across the federation. Promotion of health, wellbeing and fitness through PE, PSHE, focused wellbeing days and weeks have provided a pathway for children to work towards and achieve the school vision. Governors are aware of key expenditure and areas of development within PE & sport. Pupil, parent and staff	Further developed PE whole school provision through high quality resources (Complete PE). Staff questionnaire to ascertain CPD requirements/needs. Continue to inter-weave physical activity into other curriculum areas, not just PE lessons so children can link the lessons learnt through sport and physical activity to all areas of their lives (linked with Christian Values). Continue to facilitate MiniFirst Aid training in the school's 2-year planning cycle (SCARF – St John

support them in this through sport and well-being activities.			voice/questionnaires shows a growing awareness of how the federation has promoted and developed provision across the year.	Ambulance, Lifeline or other providers). Continue to celebrate sporting achievements inside and outside school during assembly time.
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Key indicator 3: Increased confidence, knowledge and skills of all staff in teaching PE and sport				Percentage of total allocation:
				12%

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:
Provide CPD for staff in order to support the delivery of PE in school, particularly a notable impact on children exceeding/ PE mastery.	Plan a well-sequenced, broad, and balanced curriculum Upskill teaching staff through staff training Team teaching with PE coach, including shared planning and delivery	£4511.16	Improved confidence in teaching staff with delivery of key skills in PE through our more robust assessment system and mentoring support. Monitoring of PE showed that sports coaches were making a significant impact on PE delivery.	Further investment into resourcing (Complete PE) to support staff in the delivery of PE. Focus on the assessment of PE, in particular to highlight children working below to teaching staff-monitor their PE provision. What can be done to help make progress?

Key indicator 4: Broader experience of a range of sports and activities offered to all pupils				Percentage of total allocation:
				23%

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>Additional achievements:</p> <p>To provide a broader range of sporting activities for children to engage with beyond those provided within the National Curriculum for PE, in particular for our pupils in isolated/rural locations who do not have easy access in home locations (this includes swimming beyond the NC requirements).</p> <p>To engage in cluster sporting events and competitions in a wide range of sports & activities.</p>	<p>To continue to participate in Cluster events.</p> <p>Introduce a range of sporting opportunities beyond the national curriculum for PE.</p> <p>Budget for additional resources to provide sporting opportunities beyond the National Curriculum (including School Bus).</p> <p>Allocate leadership and management time required for preparation.</p>	<p>£14334.59</p>	<p>All children have had access to a range of new and different sporting opportunities (in particular to address the needs of pupils in isolated/rural locations) to help engage them further with these activities. Some of these include, Drumba, Golf, Archery, Forest School, trim trails.</p> <p>Wellbeing week provided a platform to promote a wide range of sporting/physical activities beyond the NC.</p>	<p>Continue to provide and further develop this opportunity to broaden children's experiences of sport beyond the National Curriculum.</p> <p>Develop opportunities for KS1 to participate in competitions within and beyond the cluster.</p>
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Key indicator 5: Increased participation in competitive sport			Percentage of total allocation:
			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?:
As competitions begin to resume throughout the academic year engage in the vast majority of these again and ensure all children have an opportunity to represent a team and attend a competition during their time at school.	Ensure a budget has been set to support the resourcing, organisation and supervision of the competitions on offer during this academic year. Engage in the Richmond School SLA for all sporting competitions and increase our participation. Try to get 100% engagement in cluster competitions (including virtual). Regularly promote external sport's providers in the local area that work closely with the school. Ensure staffing available to attend and support events.	£3170.00	100% of children, from EYFS to Y6 have now taken part in competitive sport this academic year through competitions organised by our federation or cluster events. Both schools have achieved gold award in the most recent school games mark application – July 2022. All children are made aware of local sport providers that they are able to engage with through promotion by and support from the school. These are shared regularly via email to parents.
Not spent (Carry forward 2022/23)	£4692.71		

Signed off by	
Head Teacher:	<i>M R Mann</i>
Date:	July 2022
Subject Leader:	Marie Mann
Date:	July 2022
Governor:	Sam Wilmington

Date:	July 2022
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