

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	£1806
Total amount allocated for 2020/21	£17,690
How much (if any) do you intend to carry over from this total fund into 2021/22?	£370.45
Total amount allocated for 2021/22	£17,670
Total amount of funding for 2021/22. To be spent and reported on by 31st July 2022.	£18,040.45

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 2020.</p> <p>Please see note above</p>	%
<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>	%
<p>What percentage of your current Year 6 cohort perform safe self-rescue in different water-based situations?</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 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: 2021/22		Total fund allocated: £18,040.45		Date Updated: November 2021	
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: 55%
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?	
<ul style="list-style-type: none"> Engage and involve parents and children in healthy eating and healthy living activities that can be followed collaboratively both at school and at home (linked to Health for Life Programme – Spring term onwards). Introduce the Golden mile as an additional activity in the Spring term. To inspire children (Upper Key Stage 2) about the importance of improving and maintaining their mental health and personal hygiene and be able to verbalise this. 	<ul style="list-style-type: none"> Introduce the Health for Life Programme in school and organise physical activities linked to this e.g. healthy cooking, involving parents, intra-sports competitions (buy medals, badges etc). Organise a course for the Golden mile. Prizes for participation. To inspire children (Upper Key Stage 2) about the importance of improving and maintaining their mental health and personal hygiene – School nurse 	<p>£500</p> <p>£500</p> <p>£1,986.56</p>	Children can articulate the importance of healthy eating and how to maintain a positive mental health.		
Sustainability and suggested next steps:					

<ul style="list-style-type: none"> To continue to provide a staggered lunchtime activity timetable (multi-skills, games, line dancing and Zumba) for all children to maintain physical activity and to undertake 30 minutes of structured physical activity and to target children who are overweight and inactive. To invest in sports activities during breakfast club. This will include wake up, shake up for all children in breakfast club. 	<ul style="list-style-type: none"> Sports Provider to come in on a staggered timetable to provide sufficient, structured activity for all children. Multi-skills to target improvement of fundamental movement skills, tactics and teamwork. Children are beginning to use this time to take part in intra-house competitions which focus on Level 1 Sports. Dance coach to be hired 1 a week before school (half a term). 	<p>£6,825</p> <p>£179.61</p>	<p>The children are being active during their lunchbreaks and having a positive behaviour outside the classroom.</p> <p>The children are energised in the mornings and ready to learn.</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:
20%

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"> To continue membership of the King Edward’s School Sport Partnership (KESSP), in order to support PE lead, staff and children with maintaining high quality Physical Activity. 	<ul style="list-style-type: none"> PE-Lead to attend Partnership meetings to discuss how they can support during the academic year. Selection of CPD coaching sessions within PE to support staff with teaching new sports. (Swimming, gymnastics and archery). Children to 	<p>£3,150</p>	<p>CPD given to a range of teachers across KS1 and 2. Teachers are more confident delivering high quality lessons.</p>	

<ul style="list-style-type: none"> Continue embedding the new PE Scheme of Work (PE Hub) across the school. Purchase PE equipment to ensure children have the necessary tools to receive quality PE lessons and fulfil their potential. 	<p>participate in Level 2 inclusive competition, which will support in achieving the School Games Mark.</p> <ul style="list-style-type: none"> PE Lead to train new staff in how to use the scheme of work. PE Lead to complete inventory list of current equipment, map out long-term plans for PE and agree on equipment and apparatus required to teach challenging lessons both indoors and out across all Key stages. 	<p>£455</p>	<p>PE lead and teachers have a better understanding of the progress made by each member of a class.</p>	
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<p>Key indicator 3: increased confidence, knowledge and skills of all staff in teaching PE and sport</p>				<p>Percentage of total allocation:</p>
				<p>6%</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"> Offer children of all age groups a variety of sport and activity-based opportunities to share their interests, learn new and develop existing skills. Training of Midday Supervisors to engage children in physical activities and games at 	<ul style="list-style-type: none"> Offer a range of afterschool clubs and lunchtime clubs that engage the children in a variety of sports. KESSP to deliver Lunchtime supervisors' training PE Lead to work alongside 	<p>Included in KESSP package</p>	<p>More children are engaging in physical activity during lunchtimes and afterschool and they have learned new skills or developed existing ones.</p> <p>All lunchtime supervisors, including new staff, are confident in developing outdoor physical</p>	

<p>lunchtime. To reduce the number of behaviour incidents at lunchtime.</p> <ul style="list-style-type: none"> To provide lunchtime play equipment to encourage more physical activity during breaktime PE lead to attend Partnership meetings and Caritas Christi network meetings to ensure that high-quality, inclusive and safe practice of Physical Education is delivered to every child. Raise the quality of learning and teaching in PE and school sport by providing support to deliver broad, balanced and inclusive high-quality PE and school sport provision (within and beyond the curriculum) to raise pupils' attainment. To encourage coaches employed to deliver the PE curriculum, to increasingly involve teaching staff supporting lessons - to increase their confidence in delivery of the subject. 	<p>Midday Supervisors in delivering games during lunchtime.</p> <ul style="list-style-type: none"> Purchase more group play/sports equipment Working with Caritas schools to develop an assessment framework which can be utilised within lessons by staff. Provide opportunities for staff to access CPD opportunities through the KESSP CPD programme. Use specialist coaches and providers for staff training to increase the knowledge and confidence of staff in delivering PE. 	<p>£300</p> <p>£500 CCIU subs for PE</p> <p>£325</p>	<p>activity and games and more children are actively taking part.</p> <p>Children will be able to improve their mental and physical health as well as their wellbeing.</p> <p>Increase fine motor and gross motor skills as well as acquiring healthy habits.</p> <p>Staff have a assessment system that is fit for purpose for monitoring attainment and progress in PE and staff are confident in using it.</p> <p>CPD provided by KESSP to upskill staff in all Key Stages.</p> <p>staff feel more confident to deliver high quality PE and sport.</p>	
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Key indicator 4: Broader experience of a range of sports and activities offered to all pupils				Percentage of total allocation:
				0%
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> <ul style="list-style-type: none"> Build in enrichment day linked to a particular physical activity (Daily Mile) so that this is fixed in school calendar and become sustainable. Bikeability training 	<ul style="list-style-type: none"> Daily rota for each year group to keep active. Will also be used as a reward. Look into the price of a Daily Mile track being added to the grounds. Run Bikeability sessions for Year 5 and 6 pupils 	<p>£3,500-£4,500 (may have to come out of another funding stream)</p> <p>Included in KESSP package.</p>	<p>Children will be able to improve their mental and physical health as well as their wellbeing.</p> <p>Increase fine motor skills as well as acquiring healthy habits.</p> <p>Children have developed an increased road safety awareness, and this has promoted the use of bicycles for fun and transport.</p>	

Key indicator 5: Increased participation in competitive sport				Percentage of total allocation:
				18%
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"> Educate and engage children on a wide variety of competitive sports. Participate in Caritas and run inter-house competitions. Use of minibus for children to attend inter-sporting competition. Involving KS2 in an outdoor athletics competition through taking children to the Caritas Christi Athletics Tournament. Get more children involved in extra-curricular activities. 	<ul style="list-style-type: none"> Gather interests and capabilities of children across school, reviewing borough competitions that in order to provide necessary training to be prepared. To ensure minibus is booked for competitions and has the relevant fuel and safety checks completed. Liaise with Caritas to arrange an outdoor athletics competition. Liase with KEESP about hosting more after school clubs termly. 	<p>£3,201.50</p> <p>£120-£900 (not sure of the costing for this currently)</p> <p>Included in KEESP package.</p>	<p>Through pupil voice children's interests in sports have been gained and relevant competitions have been looked into and took part in where possible.</p> <p>Children have had the chance to compete in an athletics competition with other Caritas skills and have developed new or existing skills.</p> <p>Ability to demonstrate and transfer skills in a variety of sports.</p>	

Signed off by	
Head Teacher:	M. Ashley
Date:	23.11.21
Subject Leader:	K. Tobias
Date:	25.11.21
Governor:	C. Caffrey
Date:	02.12.21