

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	£5195.00
Total amount allocated for 2020/21	£16730.00
How much (if any) do you intend to carry over from this total fund into 2021/22?	£12564.00
Total amount allocated for 2021/22	£
Total amount of funding for 2021/22. To be spent and reported on by 31st July 2022.	£

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	100%
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	50%
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	42%
What percentage of your current Year 6 cohort perform safe self-rescue in different water-based situations?	52%

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?

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:		
Key indicator 1: The engagement of all 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:	
			%	
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"> Daily Mile Initiative to engage more children in regular physical activity Increase after school sports club provision in all key stages, particularly in key stage one and early years to engage more children in regular physical activity from an early age. Increase numbers of children engaged in physical activity at break and lunch times 	<ul style="list-style-type: none"> Assign member of staff to co-ordinate. Re-launch initiative and ensure taking place at least twice per week. Create display, plot route, create target for children. Sports coach to deliver football club each week. Weekly coach lead sports club for KS2. Sports coach lead sessions at lunch time twice weekly. 	<p>£100</p> <p>£2000</p> <p>£1000</p>	<ul style="list-style-type: none"> Teachers have reported increased focus and concentration in certain pupils as well as a more positive attitude towards PE and school sport Disrupted due to COVID. Disrupted due to timetabling changes linked to COVID 	<ul style="list-style-type: none"> Investigate cost of Daily Mile running track Assign new member of staff. Re-launch and set new challenges after break from COVID-19. Investigate new Sports Clubs. (RM) MTA Training for other lunch times to be delivered by Sports Coach.

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<ul style="list-style-type: none"> Increase numbers of children cycling to school. 	<ul style="list-style-type: none"> Bike Ability for Year 5 and 6 pupils. 	£750	<ul style="list-style-type: none"> Disrupted due to COVID. 	<ul style="list-style-type: none"> Yearly delivery for Year 5 children/retake for Year 6 children to ensure UKS2 are cycling to school.
Key indicator 2: The profile of PESSPA being raised across the school as a tool for whole school improvement				Percentage of total allocation: %
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"> Daily Mile Initiative to improve concentration and focus in lessons and improve pupils' mental health / self-esteem, Increase numbers of children engaged in physical activity at break and lunch times More children aspiring to take 	<ul style="list-style-type: none"> Assign member of staff to co-ordinate. Re-launch initiative and ensure taking place at least twice per week. Create display, plot route, create target for children. Generate cross curricular links between PE and other subjects. Investigate cost of new playtime equipment. Provide PESS training for MTAs Create 'Sports Board' in public area of the school. Encourage children to bring 	<ul style="list-style-type: none"> £100 £200 £50 	<ul style="list-style-type: none"> Teachers have reported increased focus and concentration in certain pupils as well as a more positive attitude towards PE and school sport. Children ran the equivalent of the distance from Land's End to John O'Groats. Increased levels of physical activity at lunch times Increased engagement from children in 	<ul style="list-style-type: none"> Investigate cost of Daily Mile running track Assign new member of staff. Re-launch and set new challenges after break from COVID-19. Further PESS training for MTAs Develop role of PE Lead.

part in physical activity across the whole school.	in sporting achievement awards from home.		celebration assembly.	Continue to update board and encourage children to come in.
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Key indicator 3: Increased confidence, knowledge and skills of all staff in teaching PE and sport Percentage of total allocation: %

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"> Increase quality of curriculum time PE in school and boost confidence of staff delivering PE 	<ul style="list-style-type: none"> Specialist PESS coach employed to work alongside school staff responsible for PE to boost confidence in planning, teaching and assessing schemes of work in PE Forest school training for school staff. 	<p>£3040</p> <p>£1000</p>	<ul style="list-style-type: none"> All children in engaged in at least 2 hours of high quality PE and school sport per week during curriculum time Increased staff confidence in delivering multi-skills approach to PE in KS1 and Early Years Incomplete due to COVID-19 	<ul style="list-style-type: none"> Develop role of PE Subject lead. Implement new PE curriculum in collaboration with PESS coach. Continue to employ specialist coach during next academic year Weekly KS1/EYFS forest school sessions. Half termly KS2 forest school sessions. CPD for teaching staff.

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

Intent	Implementation		Impact	
Your school focus should be clear what you want the pupils to know	Make sure your actions to achieve are linked to your	Funding allocated:	Evidence of impact: what do pupils now know and what	Sustainability and suggested next steps:

and be able to do and about what they need to learn and to consolidate through practice:	intentions:		can they now do? What has changed?:	
<p>Additional achievements:</p> <ul style="list-style-type: none"> Increase range of Outdoor and Adventurous activities on offer to children across the school 	<ul style="list-style-type: none"> OAA focused residential for Year 6 pupils OAA focused activities week for Year 5 pupils Enter Exmoor Challenge OAA residential for LKS2 Cross curricular orienteering course set up around the school. 	<p>£2000</p> <p>£1000</p> <p>£150</p> <p>£1000</p> <p>£1680.00</p>	<ul style="list-style-type: none"> 100% of Year 6 pupils attended residential at the Ultimate Adventure Centre 100% of Year 5s participated in activities week Cancelled due to COVID. 100% of Y3+Y4 children attended residential at Wildside. Children have regular access to orienteering challenges to enhance their learning. 	<ul style="list-style-type: none"> Establish timetable and lesson sequence for all pupils to complete orienteering unit of work Audit and re-stock of PE equipment Spring 2021. Develop role of PE Subject lead. Develop variety of Sports on offer to children through development of the PE Curriculum. Explore sporting opportunities in Witheridge village. Explore local swimming options. Explore staff swimming coach training. Explore climbing sessions for KS1&2.

Governor:	
Date:	