

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	£-
Total amount allocated for 2020/21	£ 17730
How much (if any) do you intend to carry over from this total fund into 2021/22?	£4488
Total amount allocated for 2021/22	£ TBC
Total amount of funding for 2021/22. To be spent and reported on by 31st July 2022.	£TBC

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>	88% data from previous year as no swimming lessons took place due to school Covid 19
<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>	88% data from previous year as no swimming lessons took place due to school Covid 19
<p>What percentage of your current Year 6 cohort perform safe self-rescue in different water-based situations?</p>	65% data from previous year as no swimming lessons took place due to school Covid 19

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 <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: 35%	
Intent	Implementation	Impact	Sustainability and suggested next steps:	
<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>To ensure that all children from Reception to Year 6 have access to at least 30 minutes of physical activity during the lunchtime period</p> <p>To ensure that all pupils have access to the curriculum whatever their ability and need</p>	<p>Make sure your actions to achieve are linked to your intentions:</p> <ul style="list-style-type: none"> - A play worker has been employed to work with children and organise appropriate activities during lunchtimes - ensuring that they have the opportunity for at least 30 minutes of physical activity during the day - A sport coach is employed to run lunchtime sporting clubs/activities twice a week - TA s are employed during afternoon PE lessons to ensure that all pupils whatever their needs, level of skill etc can access teh PE curriculum 	<p>Funding allocated:</p> <p>£ 4200 – playworker</p> <p>Equipment = £600</p> <p>Trim trails repairs =£250</p> <p>Sports coach = £1170</p>	<p>Evidence of impact: what do pupils now know and what can they now do? What has changed?:</p> <ul style="list-style-type: none"> - Activities have been observed on the playground and school field - All children take part in some activity during the lunchtime period – activities have included football, basketball, games club, bikes, parachute games - Children receive appropriate support during PE – meeting individual needs ensuring equality of access to the curriculum 	<p>Sustainability and suggested next steps:</p> <ul style="list-style-type: none"> - This will be an on going focus to ensure that all children have the opportunity to access physical activity in addition to PE lessons during curriculum time - There will be on going costs to employ staff and purchase equipment

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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:
				-
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 physical activity continue throughout lockdown	- PE/Sports coordinator worked with specialist staff to provide active that the school community could take part in at home during lockdown and covid safe operations - Weekly activities set for those pupils engaging in remote learning and lessons/activities lunchtime clubs taking place for those keyworker children in school	£ 0	- Throughout lockdown children had the opportunity to take part in well planned physical activities and challenges - PE coord supported staff in planning activities ensuring that they were relevant to children/year groups	- Next academic year reintroduce the monitoring of lessons and clubs to ascertain uptake, quality of teaching and levels of participation

Key indicator 3: Increased confidence, knowledge and skills of all staff in teaching PE and 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:
- To improve staff skills, confidence & knowledge in delivering a broad, balanced & relevant curriculum to all children at the Croft	- staff worked alongside specialist sport coach in delivering covid safe activities and sports for children during lockdown and covid safe reopening -Assessment PE statements produced for each year group –	£3078	- The small group work alongside special sport coach help increase teachers confidence and subject specific knowledge - Teachers with increased knowledge of what key skills	- Sports and PE lesson to be monitored next academic year as the PE programme is increased to at least two hours of PE a year - Teachers to work alongside sports coach -

	outlining the key objectives that need to be taught/covered during the year		<p>need to be planned and taught be taught as they move towards the reintroduction of at least 2 PE lessons a week</p> <ul style="list-style-type: none"> - Pe being assessed in a more systematic approach 	<p>shadow specific lessons to broaden their subject knowledge</p> <ul style="list-style-type: none"> - Invest gate a new PE scheme to help ensure that there is progression, continuity and challenge within the school's PE curriculum - Investigate further CPD opportunities in PE as there is a move towards more face to face training
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Key indicator 4: Broader experience of a range of sports and activities offered to all pupils Percentage of total allocation: 20%

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?:
To broaden the children's experience of sports and healthy , active living activities	<ul style="list-style-type: none"> - Enrichment days were held for all pupils working with specialist sports coaches to introduce children to a wider range of activities – not just traditional primary sports - Health & Well being Club run for targeted pupils including disadvantage pupils and those who at times have been 	<p>£ 1684</p> <p>£1666</p>	<p>Evidence of impact: what do pupils now know and what can they now do? What has changed?:</p> <ul style="list-style-type: none"> -Pupils experienced a wider range of activities – all children participated - Pupils developed team working skills such as cooperation, resilience, and self esteem - Increased levels of participation amongst children who are otherwise reluctant to take part in are seen as traditional sports- - Raised the profile of the importance of healthy mental well being alongside physical activities
			Sustainability and suggested next steps:
			<ul style="list-style-type: none"> - Investigate opportunities to run similar activities next academic year - Train a key member of staff for mental wellbeing first aid and have a target on the SDP to roll out programme with the pupils

	reluctant to participate in extra curricula activities			
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Key indicator 5: Increased participation in competitive sport				Percentage of total allocation:
				3%
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:
Due to Covid restrictions in education competitions and tournaments between local primary schools have been put on hold – planned competitions have been unable to go ahead. To know about the importance of healthy competition, good sportsmanship	<ul style="list-style-type: none"> - In house sports competitions within bubbles – working with specialist Secondary PE teacher & Year 7 lead to provide activities and run events - Individual class sports day ran in Summer term - Success to be celebrated with trophies, certificates and medals 	£500	<ul style="list-style-type: none"> -Children aware of how to be a good sportsman, know the importance of taking part in events and how to win and lose – building up confidence & resilience -Increased participation n competitive events - all children took part and had more focus on them = more time and more events to take part in 	<ul style="list-style-type: none"> - New format of Sports day to continue nest year - building on it's success - Bee able to open up the sports day event to spectators - School to recommence taking part in intra school events with local primary school

Signed off by	
Head Teacher:	Joanne Millett
Date:	July 2021