

# Evidencing the impact of the Primary PE and sport premium

Website Reporting Tool

Revised May 2021



Commissioned by the  
Department for Education

Created by



It is important that your grant is used effectively and based on school need. The [Education Inspection Framework](#) (Ofsted 2019 p64) 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 criteria](#) (p41) inspectors consider the extent to which schools can articulate their curriculum (INTENT), construct their curriculum (IMPLEMENTATION) and demonstrate the outcomes which result (IMPACT).

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:

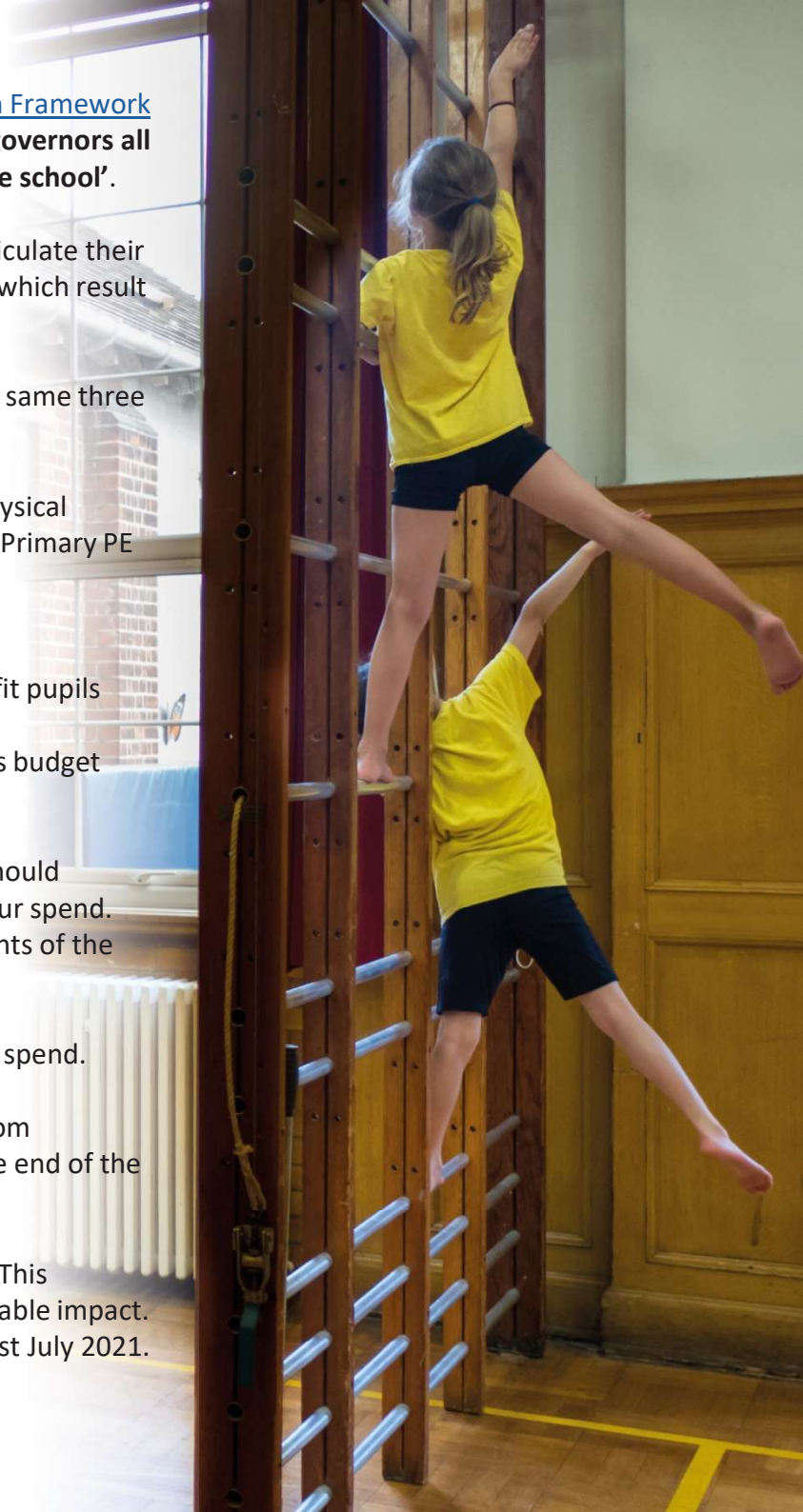
- Develop or add to the PESSPA activities that your school already offer
- Build capacity and capability within the school to ensure that improvements made now will benefit pupils joining the school in future years
- The Primary PE and sport premium should not be used to fund capital spend projects; the school’s budget should fund these.

Please visit [gov.uk](https://www.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 by the end of the summer term or by **31<sup>st</sup> July 2021** at the latest.

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](#).





Support for review and reflection - considering the 5 key indicators from DfE, what development needs are a priority for your setting and your pupils now and why? Use the space below to reflect on previous spend and key achievements and areas for development.

Please note: Although there has been considerable disruption in 2020 it is important that you publish details on your website of how you spend the funding - this is a legal requirement.

N.B. In this section you should refer to any adjustments you might have made due to Covid-19 and how these will influence further improvement.

Key achievements to date until July 2021:	Areas for further improvement and baseline evidence of need:
<ul style="list-style-type: none"> <li>• <i>Gold School Games Mark awarded for consecutive years</i></li> <li>• <i>Increased numbers of children attending extra-curricular clubs through the employment of specialist coaches and diverse range of activities</i></li> <li>• <i>Increased numbers of children accessing competitive events</i></li> <li>• <i>Increased opportunities for less active children and children with SEND to attend events/competition</i></li> <li>• <i>Increased activity levels during lunch times through investment in equipment and structured play</i></li> <li>• <i>Staff confidence in the delivery of PE through ongoing CPD and inset</i></li> <li>• <i>Enhanced delivery of PE and skill development through investment in equipment and resources for PE lessons</i></li> <li>• <i>New scheme of work embedded and PE curriculum revised</i></li> </ul>	<ul style="list-style-type: none"> <li>• <i>Continue to develop the OAA offer to include a broader range of activities such as Archery/Climbing/Moorland adventures/ Forest Schools in order to provide more opportunities to be active during the school day and encourage life-long participants</i></li> <li>• <i>Repairs to be made to the KS1 trim trail to provide more opportunities to be active during lunchtimes</i></li> <li>• <i>Investment in Balance Bikes for use in early years and KS1 to provide further opportunities to be active and learn an essential life skill</i></li> <li>• <i>Introduce 'On Wheels Day' as an incentive to actively travel and provide additional opportunities to be active</i></li> <li>• <i>Continue our affiliation with the PSSP in order to access a diverse range of competition for children of all age groups and abilities</i></li> <li>• <i>Employ specialist coaches to broaden our extra-curricular offer in order to engage more children</i></li> </ul>

Did you carry forward an underspend from 2019-20 academic year into the current academic year? Yes

Total amount carried forward from 2020/2021	£4,697.06
+ Total amount for this academic year 2021/2022	£17,590
= Total funds for 2021/2022	£22,287.06

<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 transfer to the pool when school swimming restarts.</p> <p><b>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.</b></p>	<p>*Figures below reflect the fact that due to Covid 19/pool closures, this cohort of children received no school swimming provision last year. Top-ups planned for 2021/2022.</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><b>N.B.</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>	87%
<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>	65%
<p>What percentage of your current Year 6 cohort perform safe self-rescue in different water-based situations?</p>	65%
<p>Schools can choose to use the Primary PE and sport premium to provide additional provision for swimming but this must be for activity <b>over and above</b> the national curriculum requirements. Have you used it in this way?</p>	Yes

## 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.

<b>Academic Year:</b> 2021/2022		<b>Total fund allocated:</b> £17,590 <b>Carry forward:</b> £4,697.06 <b>Total for 2021/2022:</b> £22,287.06	<b>Date Updated:</b> September 2021 <b>Review date:</b> 21/07/22	
<b>Key indicator 1:</b> 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: 27%
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?
<i>All children able to swim a minimum of 25 meters before the end of Y6.</i>	<i>Provide top-up Swimming sessions for those children who did not reach the minimum requirement during their curriculum swimming block – Y5 and Y6.</i>		<i>£600 Actual: £640</i>	<i>Assessment data collated from curriculum swim session. Catch up sessions will be provided and assessment data used again to identify further need. Top up sessions provided for 8 children which will take place in September 2022.</i>
<i>Increase activity levels in KS1 during break and lunchtimes and throughout the school day. Develop balance, agility and coordination.</i>	<i>Schedule repairs for the KS1 Trim Trail.</i>		<i>Actual: £3,950</i>	<i>Conversations with the MTA's/ observations by the PE Coordinator/ other staff to monitor impact. During our most recent Ofsted inspection during the Autumn term, the lead inspector commented on how active the children were during break and lunchtimes, including the use of</i>
				<i>Making repairs to the current provision will ensure that this can be accessed again by children on a daily basis. Providing more opportunities to be active will positively impact health.</i>

			the MUGA.	
Increase the number of children actively travelling.	Implement 'On Wheels' days for each year group. Move or add to current bike storage facilities.	£200 Actual: £428.04	PE Coordinator to collect data on the number of children actively travelling before the 'On Wheels' initiative and then afterwards. This year we have purchased a WOW Travel Tracker to encourage children to actively travel to school. We have rewarded them with badges to encourage sustained active travel. We have seen an increase in the number of children actively traveling – from 63% to 85%.	Providing an incentive to actively travel to school will encourage more children to be more active throughout the school day.
Increase the number of children actively travelling. Increase the number of children who can safely ride a bike.	Purchase Balance Bikes for use in early years and KS1.	£1,200 Actual: £552.02	PE Coordinator to monitor how many children currently actively travel (before and after Balanceability). Observations to determine impact of bikes. Following our twice termly 'On Wheels' days, we have purchased 5 balance bikes/ 3 KS1 pedal bikes to allow children to borrow them so that they can participate and develop their skills.	Having access to our own equipment will ensure that more children are able to access this provision. Encouraging all children to develop this essential life skill early will positively impact health.

Key indicator 2: The profile of PESSPA being raised across the school as a tool for whole school improvement				Percentage of total allocation:
				6.9%
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:
<i>All children engaged in PE lessons and provided increased opportunities to develop their skills/be active during break times.</i>	<i>Equipment audit to be undertaken and resources ordered to ensure that lessons and clubs are well resourced. Investment in outdoor learning equipment – Archery/ Forest Schools etc.</i>	<i>£1,527.06 Actual: £2,142</i>	<i>Impact monitored through staff survey, student voice and observations. Feedback to be collected from staff once CPD has been delivered for OAA activities. This year we have invested in some Archery equipment and have arranged for a staff inset to allow this to be integrated into the curriculum as an alternative OAA activity – this was mainly undertaken as a result of student voice request. We have invested in developing our outdoor learning both on and off site to facilitate more physical lessons and make use of our extensive school outdoor environment. All lessons are well resourced and staff CPD arranged over the course of each year.</i>	<i>Investment in robust equipment will ensure that future classes are able to benefit. Developing the outdoor areas will encourage children to be more active, develop motor skills and impact healthy, active lifestyles.</i>

Key indicator 3: Increased confidence, knowledge and skills of all staff in teaching PE and sport				Percentage of total allocation:
				51.6%



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:	Funding allocated:	Evidence of impact: what do pupils now know and what can they now do? What has changed?	Sustainability and suggested next steps:
<i>Positively impact teaching and learning in PE.</i>	<i>Employ a PE Specialist Teacher through the PSSP to work alongside staff in PE lessons to provide high quality CPD.</i>	<i>£4,000 Actual: £4,000</i>	<i>Staff surveys used to understand staff confidence levels in delivering the PE curriculum. Staff to complete feedback forms following and CPD/Inset. At the beginning of the year a full program of CPD was arranged with our PSSP specialist teacher based on confidence levels shared by staff. 100% of the teachers that worked alongside our specialist reported significant increases in confidence in their PE delivery. We have also arranged whole staff inset through the PSSP and now all teachers are able to safely and competently deliver Archery as an OAA activity.</i>	<i>Continued affiliation to the PSSP will ensure that we have access to a specialist teacher to run bespoke CPD for staff as well as whole staff inset. Increased knowledge and confidence of staff will impact teaching and learning for all children.</i>
<i>Engagement in a broad, balanced curriculum. Skill development through access to clubs and competition. Opportunities to develop leadership skills.</i>	<i>Write comprehensive development plans for PE. Monitor the planning and delivery of PE and provide CPD opportunities. Maintain all standards and collect evidence to complete a successful application for the Gold School Games Mark. Provide training and support for young leaders. Provide clubs,</i>	<i>£1,500 Actual: £1,450</i>	<i>Review last years' PE Development Plan in September and write new plan for this year. Review the Schools Games action plan from last year and write new one for this year. Maintain the Activity Tracker to monitor attendance to clubs and events. Use student voice survey</i>	<i>Release time from class will ensure that we can continue to develop the PE curriculum, extra-curricular program and competition offer. Applying for the Gold School Games Award will ensure that we continue to positively impact activity levels, sports leaders and the</i>

	events and competitive opportunities for all children.		to review offered opportunities. Part of this spend includes covering the cost of staff attending the residential so that our Y4 and Y6 children were able to attend. PE Development plans and Sports Premium reports written and published in September. This year we have once again achieved the Gold School Games Mark and will continue to write an action plan for this as a benchmark of how we can improve PESSPA. This year, we have had the following percentages of children involved in competition/festivals: Y6 97% Y5 97% Y4 90% Y3 77% Y2 60% Y1 0% (events entered cancelled x 2)	engagement as many children as possible in healthy, active lifestyles.
Positively impact teaching and learning in PE.	Employ Premier Sport to work alongside teachers in PE as CPD for all staff in a broad range of activity areas. Premier Sport also deliver extra-curricular clubs, including C4L.	£6,000 Actual: £6,000	Staff surveys used to understand staff confidence levels in delivering the PE curriculum. Staff to complete feedback forms following any CPD/Inset. This year we have worked alongside Premier Sport to further develop our bespoke curriculum offer to ensure that it meets the needs of our children, as well ensuring that we adequately catch up following the Covid deficit. They	Investing in staff is a priority as this is our most sustainable resource. Staff knowledge and confidence will benefit children in years to come.

			<p>have delivered a weekly C4L lunchtime club to target our least active population. The children attending are rotated after several weeks to keep them engaged and then encouraged to attend a Level 2 event. This year, we have used Premier Sport in lessons to support staff and help to provide assessment.</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:
				14.6%
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:	Funding allocated:	Evidence of impact: what do pupils now know and what can they now do? What has changed?	Sustainability and suggested next steps:
<i>Increased number of children involved in OAA/alternative experiences.</i>	<i>Book transport to OAA days/ off-site activities.</i>	<i>£800 Actual: £780</i>	<i>PE Coordinator to maintain the Activity Tracker to monitor participation levels. This year, Y2 have accessed a Dartmoor Walk (30 children); Y4 participated in some Bell Boating (29 children); Y5 took part in some climbing and rock scrambling (31 children); we subsidised the cost of the PSSP OAA adventure day for Y6 (30 children).</i>	<i>By paying for transport, we negate this as a potential barrier to participation. Providing a variety of different positive experiences will encourage life-long participants.</i>
<i>Increase the number of children participating in extra-curricular clubs.</i>	<i>Employ specialist coaches to deliver extra-curricular clubs: Exim Dance/Argyle Football.</i>	<i>£2,460 Actual: £2,345</i>	<i>Club registers to be maintained. Activity tracker used to monitor participation. One or more clubs attended over terms 4,5&amp;6 (No clubs due to Covid regulations terms 1,2,3): Y6 66% Y5 73% Y4 93% Y3 87% Y2 50% Y1 72% *Number of children attending a club.</i>	<i>Employing specialist coaches will help us to diversify our club offer and engage more children. Providing positive experiences will lead to life-long participants.</i>



Key indicator 5: Increased participation in competitive sport				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:
<i>Increased activity levels through engagement in extra-curricular clubs. Increased numbers of children involved in sports leadership.</i>	<i>Employ Premier Sport to provide extra-curricular clubs, including a C4L and support the sports leaders in leading activities.</i>	<i>*Cost in K13</i>	<i>Club registers to be maintained. Activity Tracker used to monitor participation. One or more clubs attended over terms 4,5&amp;6 (No clubs due to Covid regulations terms 1,2,3): Y6 66% Y5 73% Y4 93% Y3 87% Y2 50% Y1 72% + C4Life lunchtime club used to pick up on inactive children in Y1-6 in rotation over terms 4,5&amp;6</i>	<i>Continued use of the Activity Tracker will help to ensure that the least active population can be identified and provided for. Employing specialist coaches to provide a diverse range of clubs/opportunities will ensure that we engage as many children as possible. Student voice surveys used to understand requirement and adapt offer.</i>
<i>Develop life skills and leadership skills and increase activity levels.</i>	<i>Employ the PSSP to deliver Balanceability/Bikeability/OAA opportunities/Training for sports leaders.</i>	<i>*Cost in K13</i>	<i>PSSP provide termly reports on the number of events attended. Assessment data will be provided following the completion of the Balanceability and Bikeability Courses. Children who successfully complete the Playleaders course will receive a certificate. Y5&amp;6 School Games Crew/ Sports Leaders ran Sports Day field events &amp; races + Commonwealth Games afternoons for EYFS/ Y1&amp;2/ Y3&amp;4 /</i>	<i>Continued affiliation with the PSSP will ensure that we are able to access these and other opportunities to inspire more children to be active.</i>

			Y5&6 – excellent feedback from staff & children. Play Leaders could only run active play for Y5&6 bubble due to Covid regulations. New cohort trained, ready for September 2022 re-launch.	
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Signed off by	
Head Teacher:	Vicky Broughton
Date:	
Subject Leader:	<i>S. Bradford</i>
Date:	
Governor:	James Day
Date:	25 Jul 22