

# 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](http://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](#).





## Details with regard to funding

Please complete the table below.

Total amount carried over from 2020/21	£ 15,122
Total amount allocated for 2021/22	£ 17,790
Total amount allocated for 2022/23	£ 17,790

## 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><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>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 2020.</p> <p>Please see note above</p>	90%
<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>	90%
<p><b>What percentage of your current Year 6 cohort perform safe self-rescue in different water-based situations?</b></p>	96%
<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>	Some used in preparation for school swimming gala. 4x extra swim sessions.

## 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: 2021/2022		Total fund allocated:£17790	Date Updated: July 2022	
<p><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</p>				
Intent	Implementation	Impact	Sustainability and suggested next steps	
Subsidised lettings for the before school sport/breakfast club.	Cost towards clubs is lowered for parents so accessible for more children.	More regular attendance for breakfast club every morning. Last year saw 25 pupils across the week compared to the previous year of 11. Physical activities offered during this time.	Continue to provide this.	
KS2 classes to have weekly sports coach lessons for PE.	Children in KS2 receive a weekly PE session delivered by a skilled sports coach. Ensuring a quality first teaching of PE.	Used as a CPD tool for teachers to Increase confidence and knowledge of staff in the teaching of PE and Sport. Knowledge and skills as teachers are kept up-to-date therefore raising profile of School Pe and Sport. Children to benefit from high quality lessons increasing skill and performance level.	Continue with these weekly sessions. PE co-ordinator to monitor through liaising with Sports coaches and class teachers about medium term plans. PE co-ordinator to do drop-in sessions to monitor the delivery of lessons. Pupil interviews. Data analysis.	

Sports safe inspection for equipment.	To ensure PE equipment and static playground equipment is kept safe, so that all year-round usage is enabled.	Some old equipment has been replaced. All equipment in use has passed safety checks. Children have benefitted from having access to high quality resources and equipment for PE lessons.	Continue to monitor this next year.
Specialist coaches to deliver sessions for targeted groups and classes.	More opportunity for alternative sports provision into the PE curriculum. To promote physical activity and enjoyment of a new sport.	Children in all year groups took part in Ultimate Frisbee. Children were taught new skills to supplement their throwing and catching skills. They then participated in intra competition for each key stage. Children and staff benefitted from experienced coach teaching sports. New sports introduced and encouraged a development of a diversity of sports offered.	A second session with a different sport to be done in the next academic term (continued from this year)
Membership to Youth Sport Trust	To help co-ordinator keep an up-to-date knowledge of current issues with sport and school Pe and help to strengthen the implementation of new ideas into PE and the curriculum	Not done this year	

<p>New leaders needed as sports ambassadors. Trained Year 5 leaders to lead on lunch time activities.</p>	<p>Supply cost for PE Coordinator to refresh and re-new training. Equipment packs for young leaders to use. This will be when it is safe to do so.</p> <p>Lunchtime supervisor to work with sports ambassadors/leaders for KS1 and KS2 pupils to keep them active and fit. Year 5 pupils are trained to be sports leaders to oversee lunch time activities to increase movement and enjoyment at lunch times. Train ready for when they can cross bubbles. Continuation of virtual competitions set by them each week for pupils to complete.</p>	<p>No course ran for this so some Year 6 children ran lunchtime sessions with smaller children on the playground under the direction of the lunchtime supervisors.</p>	<p>Look to continue this with new year 6 children.</p>
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**Key indicator 2: The profile of PESSPA being raised across the school as a tool for whole school improvement**

<p>Support for outdoor and adventure residential visits Year 6</p>	<p>All pupils are taught the mindset to be resilient and supportive, creating a cohesive cohort that will impact on their ability to apply this in taught lessons in school. To support the development of learning new outdoor skills not available in school, including the development of personal growth and social skills</p>	<p>Pupil questionnaire results showed that 100% of the children felt they had worked together as a team. 95% of the children felt that it was an enjoyable experience where they had learnt resilience, that they could apply to their everyday learning. 94% of the children experienced physical activities they hadn't tried before. Overall, the children felt that this experience was beneficial and physically</p>	<p>This is such an important aspect of new experiences and mental well-being that school would aim to allocate funding for all to experience (possible future use of PTFA funding, if necessary)</p>
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		active. They felt it had a positive impact on their mental health and well-being and co-operation skills.	
Big Moves programme.	New staff member to access training and then lead an intervention from selected children from the cohort.	2 staff members and two targeted groups of children from year 1 and FS completed 6 weeks of weekly sessions for big moves. This allowed our youngest children get the very best start through a highly effective programme. It has impacted on children to reach the level of alertness needed to concentrate during lessons. 30 pupils took part in the 6-week programme. An initial assessment showed that 21 of the children could only perform 2 of the 9 movements and after the sessions this increased to 7 out of 9 movements. There was a greater emphasis on developing the key fundamentals of physical literacy which	Staff members are now able to run own sessions for Big Moves.

		has impacted on the key indicators of physical literacy being met for many of the children in Year 1.	
New PE equipment storage facilities and replenishment of equipment.	New storage facility up at the field. Increased access to resources for all lessons at the school field	Better organisation of resources that are mainly used at the field. Teachers have improved resources available and better storage helps with ease of access. Equipment has also been implemented during other whole school field events including Jubilee celebrations and Feast day. This allowed the children to have increased participation on physical activities.	
To continue to increase the 'daily boost' within class each day to ensure all children are given the opportunity to take part in at least 30 mins of activity per day.	Active 8, go noodle, Joe Wicks etc used as brain breaks in classrooms on a daily basis	Children are more ready to engage in learning. Increased health and fitness amongst children with increased activity during the day.	Sports leaders to monitor weekly activities across classes.
Celebration assembly to ensure the whole school is aware of the importance of PE and sport and to encourage all pupils to aspire to being involved in the assemblies.	Regular, planned celebration assemblies - advertised in the school's weekly bulletin. Also including match points and fixtures given after out of school competitions	Regular mentions during whole school assemblies, certificates issued. Sporting successes updated onto the whole	



		school learning platform- Class Dojo.	
Trophies are engraved and presented in a cabinet in the school's entrance.	Ensure trophies are up to date with engraving of recent winners.	We won the small schools swimming gala again this year and received a whole school trophy for the school display cabinet.	Individual medals for children who reach the finals in a sporting event to be issued next academic year.

Key indicator 3: Increased confidence, knowledge and skills of all staff in teaching PE and sport

Happy Lunchtime training	<p>Lunchtime staff provided with a bank of playground games to refer to and encourage children to engage in more purposeful play.</p> <p>Lunchtime play equipment ordered for each class to enhance the above.</p>	<p>Less behavioural incidents at play time, children more active and involved in purposeful play. Children to engage in more positive play after previously being segregated during the pandemic. Whole school reward for happy lunch times links in with whole school weekly reward assembly and house cup winners for the week. Children have shown greater enthusiasm for playing games and completing activities at lunchtimes. Greater co-operation has been displayed and noticed by the lunchtime supervisors. Some year 3 children</p>	To continue with lunchtime supervisors, some new equipment will be purchased where needed.
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		commented and said "its fun to do different activities at lunchtimes and we get pompoms to count for our house team points"	
Co-coordinator to keep up to date with current information with regards to sport and school PE. Training taken and disseminated as required. Local network meetings with other PE coordinators.	Clear itemised training and support that is available - coordinator to ensure that staff are utilising all that is on offer to us for future benefits and application.	Information disseminated to staff from co-ordinator received through emails and co-ordinator meetings. Staff are up to date with current practices for PE.	

**Key indicator 4: Broader experience of a range of sports and activities offered to all pupils**

Intent	Implementation	Impact	
Subsidy for weekly cost to after school clubs.	Letters written to interested parents and advertised in the school's weekly bulletin.	A variety of sports offered including: school team football (12 pupils), Futsall (14 pupils) netball (22pupils), multiskills (16 pupils), gymnastics (24 pupils), hockey ( 26 pupils) and athletics ( 18 pupils). Children had increased opportunity for extra curricular sports and physical activities.	Clubs to continue to be subsidised

<p>Yoga sessions as part of well being and physical movement and a new activity in the curriculum</p>	<p>Each class to have a taster session over the course of one day.</p>	<p>All children received a taster session for Yoga. Teachers used this as CPD and are now able to incorporate some of the strategies used in their own PE/Daily boost sessions.</p>	
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**Key indicator 5: Increased participation in competitive sport**

Intent	Implementation		Impact	
<p>Membership to the Hinckley and Bosworth school sport partnership.</p>	<p>Access to PE Co-ordinator subject leader activities. Training and network meetings; access to school sport competitions, festivals, leagues, and virtual competitions.</p>		<p>Continued CPD for PE lead. Access to up-to-date information and support where needed to benefit the teaching and learning of PE in our school. Access to sporting events and competitions.</p>	<p>If needed could approach PTFA for funds in subsequent years.</p>
<p>Whole school skipping event to re-activate enthusiasm for skipping</p>	<p>Classes to access this workshop and then incorporate it into their daily routine</p>	<p>£0 Included into H&amp;B sports buy in package</p>	<p>Not received as H&amp;B didn't run this event.</p>	
<p>Transport to competitions and supply cover for staff during Access to PE Co-ordinator subject leader activities. Training and network meetings; access to school sport competitions, festivals, leagues and virtual competitions. Use of feeder high school £1460 £800 Continued CPD for PE lead. Access to up to date information and support where needed to benefit the teaching and learning of PE in our school. If needed could approach PTFA for funds in subsequent years. school day competitions. When</p>	<p>Use of feeder high school £1460 mini-bus or other local primary mini-bus. Where necessary coach company.</p>		<p>Good attendance at a range of festivals and competitions-see below</p> <p><u>Competition/festival entry</u></p> <p>Year 5/6 Danone cup (football) 3<sup>rd</sup> place in our group Year 3 4 football festival Year 5/6 rice bowl cup- Football- completed the 2<sup>nd</sup> round. Prestwold Hall- cross</p>	



<p>the competition calendar re opens</p>	<p>Classes to take part in termly intra competitions.</p>	<p>country, year 3, 4, 5, 6  Gymnastics year 3, 4, 5, 6  both teams made it to finals.  Year 5/6 finished 3<sup>rd</sup> and  3/4 team finished 4<sup>th</sup>.  Year 5/6 netball- 4<sup>th</sup> place  Area cross country races-  year 3, 4, 5, 6  Swimming gala- won small  schools' trophy  Quad kids' athletics year 3/  4  Year 5/6  Area athletics- year 3/4 5/6  some children placed in  finals.  Hockey tournament-year 3,  4, 5, 6 - year 5/6 team came  2<sup>nd</sup>  Tennis festival year 6</p> <p>Total pupil participation- 267  (some of the same pupils  took part in more than one  event)</p>	
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