

# 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](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](#).

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## Details with regard to funding

Please complete the table below.

Total amount carried over from 2019/20	£0
Total amount allocated for 2020/21	£19,950
How much (if any) do you intend to carry over from this total fund into 2021/22?	£0
Total amount allocated for 2021/22	£19,900
Total amount of funding for 2021/22. To be spent and reported on by 31st July 2022.	£19,900

## 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. <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>	
What percentage of your current Year 6 cohort swim competently, confidently and proficiently over a distance of at least 25 metres? <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. 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	50%
<b>What percentage of your current Year 6 cohort perform safe self-rescue in different water-based situations?</b>	50%
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?	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.

<b>Academic Year: 2020/21</b>		<b>Total fund allocated: £19,900</b>		<b>Date Updated:</b>	
<b>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</b>					Percentage of total allocation: 25%
<b>Intent</b>		<b>Implementation</b>		<b>Impact</b>	
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"> <li>encouraging active play during break times and lunchtimes</li> <li>establishing, extending or funding attendance of school sports clubs and activities and holiday clubs, or broadening the variety offered</li> </ul>		<ul style="list-style-type: none"> <li>Make resources available to all staff to facilitate active breakfast club, play times and lunch times. (football, basketball, skipping, pogo sticks, hoppers)</li> <li>Extra-curricular clubs to be delivered by teaching staff</li> <li>Ensure lessons are sufficiently resourced - PE Lead to oversee</li> <li>Introduction of sport leaders at lunchtime</li> </ul>		£5000 (Maintenance of equipment and delivery of clubs)	<ul style="list-style-type: none"> <li>Resources available in the playground</li> <li>Children trying “new” sports</li> <li>Full pupil participation</li> </ul>
<b>Key indicator 2: The profile of PESSPA being raised across the school as a tool for whole school improvement</b>					Percentage of total allocation: 25%
<b>Intent</b>		<b>Implementation</b>		<b>Impact</b>	
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"> <li>actively encourage pupils to take on leadership or volunteer roles that support the delivery of sport and physical activity within the school</li> <li>To develop and refine pupil's sports skills whilst raising the profile of sport and activities within the school. <ul style="list-style-type: none"> <li>Educate children about living a physical and healthy lifestyle</li> <li>Continue to raise the profile of sport in school</li> <li>Ensure all sporting achievements are recognised</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>Re-establish residential for Y6, Yr5, Yr4 pupils to attend – OWB Wales, Fairplay House &amp; Camping. Support pupils who would not be able to attend for financial reasons.</li> <li>promoting physical activity and good health – whole school eg daily mile</li> <li>Sporting achievements celebrated in assemblies, school newsletters &amp; twitter</li> <li>Promote the impact of PE on mental wellbeing</li> <li>Introduction of sport leaders at lunchtime</li> </ul>	£5000	<ul style="list-style-type: none"> <li>Children developing key skills</li> <li>Children developing a love for competitive sport</li> <li>Teachers delivering high quality PE lessons</li> <li>Children develop mental and physical resilience</li> </ul>	
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<b>Key indicator 3: Increased confidence, knowledge and skills of all staff in teaching PE and sport</b>	Percentage of total allocation:
	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:
<ul style="list-style-type: none"> <li>providing staff with professional development, mentoring, appropriate training and resources to help them teach PE and sport more effectively to all pupils, and embed physical activity across your school</li> </ul>	<ul style="list-style-type: none"> <li>Plan learning conversations for teachers to reflect on planning and delivery of LCP scheme</li> <li>Sports Leader to work alongside teachers to ensure adherence to LCP planning</li> <li>Sports Leader to have release time to work and support teachers.</li> <li>Langdon SLA to provide CPD</li> </ul>	£1500	Children's skills are improving across all sports. All year groups are using the same resource so consistency should lead to a cumulative improvement. - PE planning and assessment - Class and PE coordinator timetables	

Key indicator 4: Broader experience of a range of sports and activities offered to all pupils				Percentage of total allocation: 25%
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"> <li>providing more and broadening the variety of extra-curricular physical activities after school in the 3 to 6pm window, delivered by the school or other local sports organisations</li> <li>partnering with other schools to run sports and physical activities and clubs</li> </ul>	Subsidised trips – <ul style="list-style-type: none"> <li>specialist dance teacher running a targeted PA club</li> <li>Karate and basketball extra-curricular sports clubs</li> <li>A range of subsidies sports clubs for PP children – free termly access</li> <li>Subsidies sports trips, for example OWB and Fairplay House</li> <li>Water sports introduced for KS2 – making use of location</li> </ul>	£5000	<ul style="list-style-type: none"> <li>Pupil’s achieving their personal best</li> <li>Excitement and interest amongst pupil’s relating to sport and PE –</li> <li>High attendance across all sports clubs</li> <li>Healthy, fit pupils –</li> <li>Equal access to PE amongst different groups of pupils</li> </ul>	
Additional achievements:				

Key indicator 5: Increased participation in competitive sport				Percentage of total allocation:
				16%
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"> <li>coordinating and entering more sport competitions or tournaments across the local area, including those run by sporting organisations</li> </ul>	<ul style="list-style-type: none"> <li>Children to participate in sporting competitions across both key stages – Langdon SLA</li> <li>Maximise on staff training opportunities – Langdon SLA</li> <li>Opportunities to network with other schools and develop links with other agencies</li> <li>Support with organisation and running of school sports days</li> </ul>	£1331 Langdon SLA £2000	<ul style="list-style-type: none"> <li>Children developing key skills</li> <li>Children developing a love for competitive sport - Teachers delivering high quality PE lessons</li> </ul>	

Signed off by	
Head Teacher:	Claire Ormerod
Date:	September 2021
Subject Leader:	Sadia Moon
Date:	September 2021
Governor:	Jane Lucas
Date:	September 2021