

# 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](#).



## Details with regard to funding

Please complete the table below.

Total amount carried over from 2019/20	£1700
Total amount allocated for 2020/21	£2120
How much (if any) do you intend to carry over from this total fund into 2021/22?	£0
Total amount allocated for 2021/22	£2417
Total amount of funding for 2021/22. To be spent and reported on by 31st July 2022.	£2417

## 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>	We do not have any year 6 children currently on roll.
<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>	%
<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>	%
<p><b>What percentage of your current Year 6 cohort perform safe self-rescue in different water-based situations?</b></p>	%
<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/ <b>No</b>

## 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:		
<b>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</b>			Percentage of total allocation: 90%	
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:		Evidence of impact: what do pupils now know and what can they now do? What has changed?:	Sustainability and suggested next steps:
30 active minutes daily through playtimes, lunch and curriculum.	Children encourage staying active during playtimes using all playtime resources.	£0	Playground equipment used daily by all children.	Teachers to continue to make lessons as active as possible.
Children to participate in the daily mile.	Children will walk a daily mile upon entry to school. The mile will change over time with apparatus and obstacles for children to keep them engaged.	£0	Children will enter school calmer and increase their physical fitness. It has enabled us to walk with children and speak to them about their feelings.	At times the daily mile has been stopped due to weather or COVID, we need to ensure we are doing it as much as possible.
Building a school trim trail.	Due to the cost of a school trim trail we are planning to keep some funding over the next three years and purchase equipment children can access daily.	£2700	Children will be motivated by trim trail and encouraged to use.	Plan to save some funding each year for the next three years.

Key indicator 2: The profile of PESSPA being raised across the school as a tool for whole school improvement				Percentage of total allocation:
				10%
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:
Less active children to attend the Inclusion hub and access sports they may not have accessed previously.	Create links with the inclusion hub boxing. Children to access boxing lessons.	£300	Fitness levels increased. Engagement levels increased.	Keep links with hub, use again.

Key indicator 3: Increased confidence, knowledge and skills of all staff in teaching PE and 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:
Staff access external sports provider. Observing fitness programmes, specialised teaching of SEN PE provider.	Observe teaching of fitness lessons and boxing lessons delivered in an SEN sports provider.	As above.	Children to show increased skills and shared experiences. Staff to feel more confident and competent across a range of PE activities.	Use skills to support children at school.
Shared teaching within KS2.	Staff to observe teaching by a specialist PE teacher.	£0	Upskilling of staff members.	Continuous.

<b>Key indicator 4: Broader experience of a range of sports and activities offered to all pupils</b>				Percentage of total allocation: 0% currently
<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?:	Sustainability and suggested next steps:
Access Crosby Lakeside, children to participate in water sport activities.	Give children opportunities to access sports they would normally not participate in.	TBD	New transferable skills, new passion for sport/activities.	Need to arrange a visit and select range of activities to participate in.
Use newly acquired minibus to access external activities.	Staff will plan to take children outside of the Jigsaw setting. Encouraging orienteering and hiking.	£0	Increased fitness and mental wellbeing.	With the purchasing of the new school minibus this should be much more easily accessible.

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:
School sports day. Promoting a willingness to achieve and appropriate competition.  Inter school competitions.	Subject leader to organise sports day, staff to be made aware of role in sports day.  Competitive sports can be hard for our school, so subject leader will ask for children to be competing within weekly PE lessons.	£0	Children enjoying, build up to sports day should see children learning new games/activities.  Questioning teachers about children's attitude towards competitive sports.	Yearly sports days to be continued.  I would like to seek advice from other SEMH schools and hopefully compete against each other.

Signed off by	
Head Teacher:	
Date:	
Subject Leader:	C.Mathews
Date:	20.1.2022
Governor:	
Date:	