

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.

How much (if any) do you intend to carry over from the previous fund into 2021/22?	£0
Total amount allocated for 2021/22	£ 17,020
Total amount of funding for 2021/22. To be spent and reported on by 31st July 2022.	£ 17,020

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. 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	N/A
What percentage of your current Year 6 cohort swim competently, confidently and proficiently over a distance of at least 25 metres? 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. Please see note above	N/A
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	N/A
What percentage of your current Year 6 cohort perform safe self-rescue in different water-based situations?	N/A
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?	N/A

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: 2021/22		Total fund allocated: £17,020		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: 23%
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"> To ensure consistency of active 30/30 (active minutes per day at home/school) through school by planning and preparing active lessons/starters or by having physical areas in and outside of the classroom (EYFS). Links with the new PE scheme and programmes launched in school. Engage disadvantaged and vulnerable children in PE. To embed physical activity into the school day through encouraging active travel to and from school, active break times and holding active lessons and teaching. 	<p>Relaunch active lessons in school. This was introduced in Autumn 2019. Due to COVID-19 and bubbles in school this wasn't consistent across school last year.</p> <p>Staff meeting to relaunch and update staff on the curriculum and ideas to support active lessons.</p> <p>Sign up to a new PE scheme for the school to ensure consistency and rigour of teaching and learning in PE across school. This will also support teachers to teach the fundamental physical skills in every year group, supporting children with SEND needs and vulnerable groups.</p> <p>Regular staff meetings to update</p>	<p>Release time for Subject Leader £450</p> <p>Resources to ensure teachers have the flexibility to plan active lessons. -£540 March 2022</p> <p>EYFS Physical resources for outside learning £2,034 March 2022</p>	<ul style="list-style-type: none"> Health and Wellbeing days have been incorporated this year through themed days such as sports day, mental health week and Commonwealth Games week. Teachers planned their own activities in lessons and HM gathered resources and planned activities based on Health and Wellbeing of pupils and staff. Less engaged children have been targeted throughout the year to ensure they are making good progress. This has been done through differentiated planning by the class teachers, 		<p>Normal PE sessions have resumed in school. Teachers are using the full school grounds to teach PE whether this be the hall, field, sports court or playground, depending on their lesson outcomes and expectations. Outside providers have resumed back to normal teaching and planning as pre COVID-19. This will continue next year.</p> <p>Our school will carry on with having class sets of PE equipment as we have seen positives outcomes and results from doing this. Although we have begun to generate more sports equipment for whole school use which will be located in the hall. Staff can then access this when needed, as well as outside PE specialists.</p>

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	<p>staff and provide CPD to ensure everyone is confident in teaching physical education and activities.</p> <p>Health and wellbeing week each term. Activities will be chosen to support mental, emotional and physical wellbeing.</p> <p>After school clubs and extracurricular activities.</p> <p>Relaunch play leaders with Y2 children and lunchtime supervisors.</p>	<p>Get Set 4 PE Scheme (1year) - £336</p> <p>£500 workshop run by Points in 2022.</p>	<p>appropriate resources for engagement, opportunities to attend after school clubs and PE trips and sporting competitions.</p> <ul style="list-style-type: none"> • HM PE lead encouraged and planned active assemblies for class teachers to use in their classrooms assembly times. • Our school recognises the importance of having appropriately maintained equipment to ensure that children learn efficiently and are motivated to learn and practise skills. Each class now have their own sports equipment. This has enabled us to continue to deliver high standard of PE lessons. The children have been able to have their own piece of equipment without needing to share or wait for a turn which has helped them to move on faster with their learning. This has also made the teaching of PE smoother for teachers as they feel more organised and have more time to teach skills. 	<p>We will arrange half termly meetings to discuss if any year groups need to develop any further skills and will therefore need new equipment or more.</p> <p>Active lessons and assemblies have raised the importance of mental health and wellbeing as well as the importance of being active to support physical health. This will be something that will continue in our school as we have excellent progress to show the impact of this.</p>
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			<ul style="list-style-type: none"> • Staff have now implemented active lesson into their daily teaching. This is evident from viewing planning and work on tapestry. • Teachers have taken the opportunities of been outside more due to COVID-19 and this has now become the new norm for our school. • Lessons are always taking place outside and children are encourage to move around when learning in other areas of the curriculum. • Children have the option to use their own class set of PE equipment if they would like to practise skills during break times. This is confirmed with their class teacher. • The availability of new equipment removes any barriers to learning, facilitates the lesson and acts as a motivational tool for all pupils. • The school recognises that a good standard of equipment will help develop the children's skills and increase them to be motivated to learn. 	
				Percentage of total allocation:

Key indicator 2: The profile of PESSPA being raised across the school as a tool for whole school improvement

7%

Intent	Implementation		Impact	
<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>Make sure your actions to achieve are linked to your intentions:</p>	<p>Funding allocated:</p>	<p>Evidence of impact: what do pupils now know and what can they now do? What has changed?:</p>	<p>Sustainability and suggested next steps:</p>
<ul style="list-style-type: none"> • PE to be a focus in our School Improvement Planning, with ongoing involvement and collaboration from the Head and PE Lead, and support from Point Learning Network, to ensure all aspects of PE and School Sport pervade the school. • Enter sporting events and competitions. The PE leader will also access the relevant events and meetings to keep up to date with guidance to ensure the delivery and curriculum is secure and relevant. • Enrich the curriculum with opportunities that promote health, wellbeing, PE, RSE, SMSC, British values. 	<p>PE leader to have presence at Points Network meetings and PE conferences.</p> <p>PE updates and weekly challenges in the newsletter for parents and children to access at home.</p> <p>Continue to raise the profile of PE by competing in as many sporting events and competitions as possible.</p> <p>Audit resources for PE lessons and after school clubs to ensure high quality teaching and learning.</p> <p>Ensure SIP D is linked to PE for school improvement priorities.</p>	<p>£450 3 days cover for planning/monitoring and evaluation time for PE Lead</p> <p>£800 – Points Network sign up.</p>	<ul style="list-style-type: none"> • PE Lead Attended conference which enabled the PE leader to meet other leaders, get to know how other schools work and plan PE, ideas for active lessons/minutes, ideas for inspiring children, focused days and trips. The PE Lead is able to stay up-to-date with new policies, procedures and practices to ensure that good practice is maintained at the school. • Weekly PE/sports updates on the newsletter which informs parents and children of the changes to PE and the things we are focusing on. Notifies them of any upcoming events or special days. This raises and maintains the profile of PE, Sport and Physical activity across the whole school. • The availability of new equipment supports physical activity and enhances the playtime experiences. Pupils are eager to get involved as the new equipment inspires and motivates them, this 	<p>Maintain membership and attend festivals and competitions. Monitor attendance at festivals and competitions.</p> <p>Decide actions and plan when these will be taken place.</p> <p>Continue with weekly updates on the newsletter to encourage physical activity outside of school.</p> <p>Do equipment audit to ensure teacher have the equipment to deliver good and outstanding lessons.</p>

			increases activity levels and participation at lunch and play time. This also helped to maintain behaviour to be kept at the highest standard.	
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Key indicator 3: Increased confidence, knowledge and skills of all staff in teaching PE and sport	Percentage of total allocation: 11%
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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?:
<ul style="list-style-type: none"> To ensure all teachers in both Foundation Stage and KS1 access high quality CPD across the year to increase confidence, knowledge and skills in teaching of PE and sport. To implement a new PE scheme across school. Each class to use iMoves to support active lessons and assemblies. This will also support the teaching of PE and Dance across school. 	<p>Conduct a staff audit to determine current levels of confidence and knowledge when teaching PE.</p> <p>Update staff on iMoves subscription and organise CPD for it.</p> <p>Introduce Get Set 4 PE scheme to staff – staff to trial this and consider this as a whole school scheme for the year. Review after one year for impact.</p> <p>Staff meetings to give provide high quality CPD for the teaching and learning of PE and RSHE.</p>	<p>Gymnastics course - £85</p> <p>£836.40 - iMoves subscription</p> <p>Get Set 4 PE scheme.</p> <p>Gross motor resources for EYFS to support curriculum teaching and learning. £835</p>	<ul style="list-style-type: none"> The school accesses appropriate support to ensure that it's pupils are given the best PESSPA offer available, in-line with local and national developments. CPD from Sports Coach and Dance Teacher. Both RM Sports Coach and Dance Teacher worked alongside every teacher in KS1 last academic year, therefore 100% of KS1 teachers received ongoing CPD from specialist coach in dance, athletics, gymnastics and games. Staff have been able to learn new techniques and skills in athletics to improve practice. 100% of teachers received CPD from RM Sports Coach
			Sustainability and suggested next steps:
			<p>Continue with the CPD from sports coaches to ensure teaches are up to date and familiar with any new skills and techniques. Teachers to work alongside sport coaches during lessons so that skills can be revised after the lessons.</p> <p>Ask staff if they would like any further training or equipment.</p> <p>Continue to monitor iMoves and Get Set 4 PE schemes to ensure consistency and coverage across school.</p>

		Fine motor resources for EYFS to support curriculum teaching and learning. £86.44	<p>and Dance Teacher. TAs also accessed CPD from these specialists.</p> <ul style="list-style-type: none"> • During our BIG PE afternoon, teachers practice the skills RM Sports Coach and Dance Teacher have taught the children to ensure fluency and confidence. • We have offered a range of different sports this year which include: football, karate, dance, gymnastics, athletics, ball skills, yoga, balancing, dancing and performing. We hope to deliver the same, if not seek more, opportunities next year. • iMoves and Get Set 4 PE subscription. 	
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Key indicator 4: Broader experience of a range of sports and activities offered to all pupils Percentage of total allocation: 57%

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?:
<ul style="list-style-type: none"> • To continue to strengthen links with at least 2 specific local sports clubs and have a clear performance pathway in place to encourage more children to participate in sports out of school. 	<p>Update the curriculum map to ensure coverage of fundamental skills across school.</p> <p>Ensure after school clubs have access to equipment (including for external providers if needed).</p>	<p>£6,900 Sports Development Coach (Rich Mills) – one afternoon per week + afterschool clubs.</p> <p>£2,510 Dance</p>	<ul style="list-style-type: none"> • Children are accessing different PE providers for dance, gymnastics, athletics and team games/building leadership skills. They are encouraging to use these skills during playtimes and break times. <p>Decide which coaches will support the teaching and learning of the cohort for next year.</p> <p>Meet and plan with Rich Mills and Jess to discuss coverage and consistency for next year, making sure all staff are following the Get</p>

<ul style="list-style-type: none"> To encourage and engage parents and children to participate in physical activity outside of school. 	<p>Re-launch playtime activities and discuss this with lunchtime supervisors.</p> <p>Further develop the range of different sporting activities taught in school. This will include events such as Skipathon, Beat the Street and Westfield events.</p> <p>Weekly PE and wellbeing challenges included on the website and newsletter for parents and children to access at home.</p>	<p>Coach</p> <p>£225.60 – Football after school club equipment.</p> <p>International Dance day £80 – Jess</p>	<ul style="list-style-type: none"> During our BIG PE afternoon teachers practice the skills Rich and Jess have taught the children to ensure fluency and confidence. Pupil voice with 5 Y2 children suggested that certain activities were more appealing and enjoyed than others. Gymnastics and dance related activities were popular, along with being outside and using equipment such as balls and rackets. 	<p>Set 4 PE scheme.</p> <p>Speak to staff to ensure they have their input due to the children they have in their class. Discuss if all children can access the coaches and activities.</p> <p>Ensure staff are confident to work alongside the coaches and deliver the skills and techniques after the lessons.</p> <p>Afterschool clubs to continue and to organise these with Rich and Jess to make links with learning in school.</p>
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Key indicator 5: Increased participation in competitive sport				Percentage of total allocation: 2%
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"> At least 50% of children of KS1 have an opportunity to represent school in sporting activity through festivals/competitions. This will also support the curriculum to ensure up to date learning is being taught in school. To promote and celebrate children participating in clubs and events outside of school. 	<p>Follow the Points Network calendar of events and ensure all children have the opportunity to attend at least 1 event or competition.</p> <p>Keep a record of children who attend competitions to ensure as many children as possible have the opportunity.</p> <p>Promote, recognise and celebrate children's talents and achievements through our website, Twitter and newsletter.</p>	<p>£ 350</p> <p>Transport to and from events.</p>	<ul style="list-style-type: none"> 100% of children in KS1 have had the opportunity to represent school in a sporting activity through festival, competitions, sport days and theme days. Y2 attended the EIS sporting event. Y2 Class 1 visited Westfield school to attend the Christmas festival. (24 children). Y1 have had the opportunity to attend the Westfield Commonwealth Games event. All children took part in sports day and competitions run during PE lessons with Rich Mills. 100% of children are now accessing and taking part in PE lessons which are planned through the new PE scheme for the whole school (Get Set 4 PE). This scheme allows children with additional needs and vulnerable children to take part and teachers tailor the provision and resources when appropriate. 	<p>When possible, begin to wear sports kit to raise profile of sports in school.</p> <p>Continue to attend local sporting events and competitions as children have missed out this year due to COVID-19.</p> <p>When possible begin Talent Assembly again or in class assemblies to praise and support the children who attend clubs and events outside of school. Also to celebrate children who have special talents and skills which we may not already know about. This will encourage children to keep working towards their skills and talents but also good role models for others.</p> <p>Continue to attend local sporting events and competitions as children have missed out this year due to COVID-19.</p>

- Skipathon - We ordered each class a full set of skipping ropes to ensure that everyone could take part in this challenge. This was to support the physical development of our pupils and to engage them in physical activity. It also enabled us to ensure the 30 active minutes per day. This challenge allowed us to develop the children's competitiveness skills. Teachers also joined in which helped us to develop positive role model skills and also to encourage the children who were less engaged.
- Children are accessing different PE providers for dance, gymnastics, athletics and team games/building leadership skills. They are encouraged to use these skills during playtimes and break times.
- During our BIG PE afternoon teachers practice the skills. Rich and Jess have taught the children to ensure fluency and confidence. They also follow the PE scheme and coverage document to ensure consistency through school.
- PE Lead Attended POINTS network meetings and

			<p>emails. This enabled the new PE leader to meet other leaders, get to know how other schools work and plan PE, ideas for active lessons/minutes, ideas for inspiring children, focused days and trips. The PE Lead is able to stay up-to-date with new policies, procedures and practices to ensure that good practice is maintained at the school.</p>	
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Signed off by	
Head Teacher:	Paula Bestall
Date:	Autumn Term 2021
Subject Leader:	Harley Maloney
Date:	Autumn Term 2021
Governor:	
Date:	Autumn Term 2021