

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.

Total amount carried over from 2019/20	£1,701.01
Total amount allocated for 2020/21	£17,940
How much (if any) do you intend to carry over from this total fund into 2021/22?	£12,960
Total amount allocated for 2021/22	£17,950
Total amount of funding for 2021/22. To be spent and reported on by 31st July 2022.	£30,910

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	
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	7%
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%
What percentage of your current Year 6 cohort perform safe self-rescue in different water-based situations?	68%
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?	Yes/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.

Academic Year: 2021/22		Total fund allocated: £30,910		Date Updated: 31/7/22	
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					
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:	
Increase participation in physical activity during social times.		Purchase additional sports equipment for playtimes: Size 3 basketballs Size 3 footballs Size 5 basketballs Size 4 footballs Size 0 handballs Football goals (KS1 and KS2) Handball goals Storage for new playtime sports equipment to make it more accessible to pupils Training for Young Leaders and purchase equipment to run lunchtime sessions for KS1 pupils.		£11,807.30	
				Evidence of impact: what do pupils now know and what can they now do? What has changed?:	
				Increased levels of physical activity during break and lunchtimes. Pupils increased involvement through being given choice of what equipment was purchased. Increased sense of sportsmanship and fair play developed through team games.	
				Sustainability and suggested next steps:	
				Re-iterate rules for sports play at break and lunch during assemblies. Refresh training for lunchtime supervisors to ensure that sports at break and lunch continue to be available in 2022-23 school year.	
Key indicator 2: The profile of PESSPA being raised across the school as a tool for whole school improvement					

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:
Increase opportunities for sport as part of the curriculum which have been missed due to pandemic.	Young Leaders run KS1 multi-sports festival. Additional swimming lessons for current Y6 and Y5 cohort.	£1100	Y5 cohort built sense of leadership which increased their involvement with sports.	Repeat Young Leaders training with 2022-23 Y5 cohort. Continue with trained Young Leaders running lunchtime sports activities for KS1 pupils.

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

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:
Provide further networking opportunities for staff to develop subject knowledge.	Enhanced level membership with Northamptonshire School Sports Partnership Subscription to PE Hub for CPD videos and knowledge organisers to develop staff subject knowledge Saints in School programme for professional rugby coaches to teach pupils, and staff observe to develop their own teaching knowledge	£3705	Teaching of technical aspects of PE has improved. Pupil voice shows they are better able to identify tactics and skills learned in PE, and how these repeat through out future years. Pupils with SEN were given role models from Saints in Schools, including one coach who played for England's deaf rugby team.	Invest in further training for teaching of PE to be delivered by Northamptonshire School Sports Partnership. Training should be specific to a sport or category of sports.

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

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:
<p>Additional achievements:</p> <p>Staff organise PE events to provide opportunities which pupils who not typically experience outside of school.</p>	<p>Termly PE trips for each year group from Y1-6. Opportunities include ice skating, roller skating, climbing, trampolining, kayaking, canoeing, paddleboarding</p> <p>Reception has professional tennis coach for 10 weekly sessions.</p> <p>As part of Golden Time, sports options include: dodgeball, football, fencing</p> <p>Subsiding sports clubs: basketball, football, dance, gymnastics</p>	£17,090.83	Pupils had wider experience of sports and physical activities which they would not normally have access to due to prohibitive cost from private lessons. Pupils knowledge of sports was broadened.	Use teacher evaluations of trips to decide which trips are most valuable for pupils, and so should be repeated for upcoming year group in 2022-23.

Key indicator 5: Increased participation in competitive sport

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:
Provide new opportunities for competitive sport to diversify the profile of participation of competitive sports.	Participation in NSSP competitions, particularly those aimed at broadening participation, especially for pupils with SEN (goalball, boccia)	£1185	Increased range of NSSP competitions meant pupils had wider access to competitive sport, which they may not have had through private clubs. Pupils with SEN were proportionally represented in competitive sports, both amongst events aimed at widening participation, and other NSSP events.	Increase participation in NSSP events designed for pupils with SEN, and continue to ensure pupils with SEN are at least proportionally represented in teams we send to other NSSP events.

Signed off by	
Head Teacher:	Isaac Howarth
Date:	31/7/22
Subject Leader:	Hannah Sykes
Date:	31/7/22