

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](#).



Details with regard to funding

Please complete the table below.

| | |
|---|------------|
| Total amount carried over from 2019/20 | £0 |
| Total amount allocated for 2020/21 | £7,290 |
| How much (if any) do you intend to carry over from this total fund into 2021/22? | £0 |
| Total amount allocated for 2021/22 | £7,290 |
| Total amount of funding for 2021/22. To be spent and reported on by 31st July 2022. | £7,290 |
| Total Allocation | £14,010.60 |

Swimming Data

Please report on your Swimming Data below.

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| <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>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</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>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.</p> <p>Please see note above</p> | 87% |
| <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> | 83% |
| <p>What percentage of your current Year 6 cohort perform safe self-rescue in different water-based situations?</p> | 43% |

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: 2020/21 | | Total fund allocated: | | 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: 50% |
| 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?: | |
| <p>Children will take part in physical activities across all areas of the curriculum where appropriate. This will help the children to reach their 30 minutes of exercise.</p> <p>All children have two hours of taught PE lessons every week.</p> <p>As a school, we promote a fit and healthy lifestyle and take steps in school to helping the children achieve this.</p> | <ul style="list-style-type: none"> PE Cupboard has been audited and new equipment purchased for: Tennis, Netball, Football, Multi-Sports, Yoga and Gymnastics. KS1 – fitness and multi-sport sessions delivered by coaching company during summer term. | | <p>£1,000</p> <p>£6060.60</p> | <ul style="list-style-type: none"> Quality of lessons and activities has improved through new equipment. Children know how to use these safely. Yoga and Gymnastics – child are aware of COVID-secure issues and ensuring safety. KS1 has increased opportunities for physical activity at a crucial stage in their physical development and after a possible extended sedentary period during home learning. | |
| Key indicator 2: The profile of PESSPA being raised across the school as a tool for whole school improvement | | | | | Percentage of total allocation: 34% |

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| what they need to learn and to consolidate through practice: | | | changed?: | |
| <p>Staff are confident when delivering PE lessons for their year group.</p> <p>Staff are increasing their knowledge of individual sports and assessment of those curriculum areas.</p> <p>Staff share their experiences of PE and Sport in school.</p> | <ul style="list-style-type: none"> PE curriculum has been re-written and narrowed – key skills and concepts are known by staff and new school curriculum handbook given to all staff. Staff have opportunities in staff meetings to discuss experiences. | £0 | <ul style="list-style-type: none"> Pupils are taught key concepts, which will provide the basis for progression in PE. Staff still require the opportunity to discuss PE in staff meetings. | <ul style="list-style-type: none"> Research CPD opportunities for all staff – focus on individual sports and assessment. Offer CPD courses to staff. |

Key indicator 4: Broader experience of a range of sports and activities offered to all pupils Percentage of total allocation:
7%

| 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"> Mini-Commonwealth Games event at Rugeley Leisure Centre to develop cultural capital and give pupils opportunity to try new sports: triathlon and judo. Broaden range and availability of play and lunch time | <ul style="list-style-type: none"> Liaise with James Austin regarding event. Arrange transport and staffing. Record photographs as evidence. Liaise with PG to buy new | £1,000 | <ul style="list-style-type: none"> 12 pupils – 21% of UKS2 experienced Commonwealth Games event at Rugeley Leisure Centre. All year groups have new play equipment and this is | <ul style="list-style-type: none"> Engage with School Games Activities from September 2022, and attend as many events as possible. Sports Enrichment Days – e.g. National Sporting Heritage Day and |

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| equipment for all pupils. | playground equipment, monitor use and encourage sports leaders to use with pupils. | | utilised each and every day. | develop links with local clubs and sports providers. |
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| Key indicator 5: Increased participation in competitive sport | | | | 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: |
| As many children as possible have the opportunity to attend after school sports clubs and sports events outside of school. | <ul style="list-style-type: none"> • Liasing with Thomas Rowell and James Austin, who have arranged school games events this year. • Record number of pupils attending sports clubs and events and monitor. • Arranging transport and staffing for events and clubs. | £1,210 | <ul style="list-style-type: none"> • Participation rates for after-school sports clubs (% of year groups) <ul style="list-style-type: none"> Y6 – 31% Y5 – 58% Y4 – 50% Y3 – 42% Y2 – 74% Y1 – 24% • Participation rates for attending a sports event in school time (% of year groups) <ul style="list-style-type: none"> Y6 – 38% Y5 – 52% Y4 – 38% Y3 – 25% EYFS and KS1 have not attended events outside of schools due to concerns over COVID at time events. | <ul style="list-style-type: none"> • Engage with School Games Activities from September 2022, and attend as many events as possible. • Intra school competitions – houses compete in competitions in Year group; all pupils will be able to access this. |

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| Signed off by | |
| Head Teacher: | Sarah Sivieri |

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|-----------------|---------------|
| Date: | |
| Subject Leader: | Andrew Morgan |
| Date: | |
| Governor: | |
| Date: | |