

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	£17490
How much (if any) do you intend to carry over from this total fund into 2021/22?	£1500
Total amount allocated for 2021/22	£17490
Total amount of funding for 2021/22. To be spent and reported on by 31st July 2022.	£18990

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 2022. Please see note above	17%
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	17%
What percentage of your current Year 6 cohort perform safe self-rescue in different water-based situations?	70%
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?	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:	Date Updated:		
<p>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</p>			Percentage of total allocation: 30%	
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 and promote physical activity in a range of lunchtime and after school clubs.	Regular clubs throughout the year 100% capacity. Target more vulnerable children to encourage participation.	£0	Children’s attendance at sports clubs has increased, as has the range of clubs available.	Link clubs to competitions, encourage more children to attend through positive promotion in assemblies.
Increase daily physical activity.	Renew PE resources to ensure adequate resources for all sports.	£2000	New equipment purchased to replace older, worn. Greater amount means children can be more active throughout the lessons.	Ensure children are respectful and responsible with resources. New storage solutions to be considered. Further investment in resources to be considered.
	Active Movement participation from Spring Term	£0	Active movement delayed until Summer Term due to COVID. Limited impact due to short time of launch and change of staffing.	Relaunch internally without the support of the local authority to encourage more active movement during the day.
	Renew playground equipment to include resources which appeal to all years/ groups and create zones for different games.	£750		
	Provide training for Midday Supervisors to enable them to support and encourage positive physical play, utilising equipment via	£500 plus overtime costs for staff	Resources purchased and training for MDS completed. Long term impact limited due to	New storage solutions for playground resources. Training for monitors to manage

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<p>Impact: Physical activity is proven to have impact on concentration, behaviour and to help fight obesity in children. Children learn games they can play on their own or in groups, at low or no cost. Children learn skills and games which they can do at home, at low or no cost</p>	<p>Jenny Mosely training.</p>	<p>training.</p>	<p>staff changes and loss/damage of resources.</p>	<p>resources. Retraining of new staff and further resources (including renewables) to be purchased.</p>
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<p>Key indicator 2: The profile of PESSPA being raised across the school as a tool for whole school improvement</p>	<p>Percentage of total allocation: 15%</p>
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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>
<p>Sports Week to highlight range of activities.</p> <p>Participation in Chilterns League tournament, promoted through assemblies.</p>	<p>Adapt sports day to include activities outside the traditional races, for wider appeal. All classes actively involved in trying out different activities. Whole-school activities during themed week.</p> <p>Clubs linked to tournament, successes celebrated in assemblies. Children increased excitement around PE and encouraged to try new activities.</p>	<p>£1000</p> <p>Staffing costs to run clubs and attend tournaments.</p>	<p>Feedback from the new sports day was positive and promoted team co-operation. Mix of traditional and new activities encouraged more children to actively participate.</p> <p>Focus on Year 5 and 6 in 21-22 saw increased number of children attending clubs and waiting to participate in team events. Range of sports encouraged more children to try new sports. Buzz around league</p>	<p>Continue to evolve the events offered during sports day. Consider alternative activities for theme weeks moving forward and how to develop these in school after the event e.g. lunchtime as well as parental engagement</p> <p>Continue with League in 22-23 and support any widening of events. Also explore opportunities beyond the league for competition,</p>

			created and younger children keen to join in.	especially for younger years.
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Key indicator 3: Increased confidence, knowledge and skills of all staff in teaching PE and sport				Percentage of total allocation:
				40%

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:
CPD for all staff in supporting pupils in physical activity.	Detailed PE scheme in place with clear lesson plans and outcome for staff to follow easily.	£550 (as above)	GetSet4PE purchased and children experienced a range of different sports. Lessons follow clear structure and build on previous learning.	Further CPD for staff on delivering the PE curriculum. Consider liaison with Secondary school sports specialists.
Improve the physical development of pupils in the Early Years.	GetSet4PE includes EYFS plans. Regular timetable slots for Nursery and Reception. Updating outside areas to ensure range of activities available. Session for EYFS parents re. games and activities to do at home.	Included in Sport Specialist cost (£7500)	Greater opportunities for physical development in EYFS included planned PE sessions weekly in N and R in addition to physical development opportunities in EYFS area.	Continue to develop provision for physical development in EYFS. Hold Parent information session if COVID permits.
Improve staff skills in the teaching of competitive team games.	Sports specialist to provide CPD during the summer term, via staff meeting input and demonstrations within lessons		No impact as CPD not delivered due to COVID and staffing changes,	
Impact: Improvement in the quality of physical education lessons and other opportunities delivered to pupils. Improved physical development and sports skills in				

pupils.				
Key indicator 4: Broader experience of a range of sports and activities offered to all pupils				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:
Organise visits to CGS to promote positive image of sports in the secondary phase. Impact: Improved transition to secondary education and beyond, aiming to negate the reduction in physical exercise that often occurs as students reach their teenage years.	All years to participate in at least 1 event off site: Arrange transport via CGS. School Sports Specialist to oversee and accompany where possible.	£ Included in Sports Specialist cost (£7500)	Due to change of MAT, this did not happen. Links being developed through Chilterns League to other secondary schools	Develop links with secondary feeder schools to promote sporting opportunities. Consider opportunities available through the League.

Key indicator 5: Increased participation in competitive sport	Percentage of total allocation: 5%
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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?:	Sustainability and suggested next steps:
Participate in the Chilterns League, a tournament between local primary schools with a different sport focus each half term. Impact: Increased participation and time spent on sport. Developing competitive spirit and fair play.	School Sports Specialist to oversee and accompany where possible.	£ Included in Sports Specialist cost (£7500)	Teams participated in all events. Increased range of children attended with positive experiences	Develop programme of clubs which feed into the league events and develop skills. Widen attendance to the younger years to maintain enthusiasm for sport.

Signed off by	
Head Teacher:	Julie-Ann Swaysland
Date:	July 2022
Subject Leader:	Katie Beaulah
Date:	July 2022
Governor:	Natalie Stevens
Date:	