

# 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](https://www.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 2020/21  | £5220   |
| Total amount allocated for 2021/22  | £ 17080   |
| How much (if any) do you intend to carry over from this total fund into 2022/23?    | £ 6000  |
| Total amount allocated for 2022/23  | £ 17130   |
| Total amount of funding for 2022/23. To be spent and reported on by 31st July 2023. | £ 23130 (to go towards PE active leads on MPS, Forest School, gymnastics and Dance clubs, orienteering mapping and equipment, sports kits |

## 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> | <p>Swimming to resume Sep 21. Years 4/5 and top up for Y6 who have not met requirements.</p> <p>Water safety taking place – through Oakwood academy - virtual</p> <p>Joined swimming.org charter to support planning and awards system. £100</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><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.</p> <p>Please see note above</p>   | 67%  |
| <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>  | 67%  |

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| What percentage of your current Year 6 cohort perform safe self-rescue in different water-based situations?   | 67%            |
| 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? | 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: 2021/22  | Total fund allocated:<br>£ 23, 300   | Date Updated: Sep 2021  |   |  |
|---|--|---|---|--|
| 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:<br>%15   |
| 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:   |
| Whole school focus on ALL children being physically active for at least 30 mins every day. Regular physical activity to increase alertness and the positive impact upon health and wellbeing                                  | <ul style="list-style-type: none"> <li>Continue to implement whole school daily exercise, active learning</li> <li>Termly challenges (skipping, catching, jumping etc) suggestions from children after first challenge</li> <li>Playleader training</li> <li>Road safety training</li> </ul> | £ 1500<br><br>10% of active lead role / cost                          | Dec 21 - daily mile continues - pupils enjoy / like beating their own school - challenging themselves - pastoral side - time to talk and be in the moment. Termly challenges will start in Jan 22 with active lead. March 22 - Termly challenges - to start in T5/6 with active lead. | Regular movement breaks for all children - introduced and to continue.<br><br>Active lunchtimes and playtimes.<br><br>Active school to continue with active maths and english.       |
| Increase daily physical activity for less active children to promote the importance of leading a healthy and active lifestyle   | <ul style="list-style-type: none"> <li>Development of active learning opportunities across curriculum (active Maths / English etc)</li> <li>Use of data to identify who we need to develop activity levels</li> <li>Identify children who are not engaging in after school</li> </ul>        | Active maths and English<br><br>£1000<br><br>Part of active lead role | Active maths and English take place. Pupils are engaged in learning. March 22 - Active learning in place and having an impact on children taking parts. Groups regularly reviewed in close discussion with CT.  | Active maths and English embedded into the curriculum.<br><br>Active lead - having a impact on pupils learning in maths, english, early fundamentals and fine and gross development. |

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|   | activities and invite directly to after school clubs and engage with parents   |  |   |   |
| <b>Key indicator 2: The profile of PESSPA being raised across the school as a tool for whole school improvement</b>   |  |  |   | Percentage of total allocation:<br>%45  |
| <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:  |
| Engagement with physical activities to contribute towards whole school improvement by engaging children across the curriculum positively impacting behaviour and attainment | <ul style="list-style-type: none"> <li>● Active maths / English</li> <li>● Running of interventions - through an active means to impact on pupils progress and attainment in core subjects.</li> <li>● Participation in ASPIRE Cup</li> <li>● Sports Week to promote leading healthy and active lifestyle, raising profile of PE and sport through various curriculum subjects</li> <li>● Active lunch times</li> <li>● Each class to have PE book to evidence progression in PE – show planning/success criteria for term, pictures, pupil voice</li> <li>● School website to be kept up to date with PE information</li> <li>● PE board in school showing PE values, what children are learning, interactive with children with ideas for clubs</li> </ul> | <p>40% of active lead role / cost</p> <p>Release time for PE lead</p> <p>£1000</p> | <p>To start T3 with active lead.</p> <p>Evidence is updated in school PE book or board. Pupils add pupil voice. use of assessment with this can see next steps for pupils.</p> <p>March 22 - Active learning in place and having an impact on children taking parts. Groups regularly reviewed in close discussion with CT.</p> | <p>Active interventions run by CL. 100% having a positive impact on pupils outcomes.</p> <p>Evidence is updated on board - active learning / PE and in school book.</p> <p>To continue into next academic year.</p> |

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|  | etc.   |  |   |   |
| Development of cross curricular skills through PE – leadership. Resilience, determination, team work | <ul style="list-style-type: none"> <li>Children to engage in peer assessment developing use of key words and correct terms within PE</li> <li>Children to develop self-assessment through personal Healthy Living Journal to be completed termly</li> <li>Forest school – termly across the year – all year groups to develop teamwork / resilience / leadership skills through Forest Schools.</li> </ul> | <p>PE lead support release time £500</p> <p>£150 to contribute</p> | <p>Living journals have begun to continue - giving children time to reflect.</p> <p>March 22 - core skills developing through cross curricular activities / forest schools.</p> <p>PE curriculum - key vocab words included - for assessment and for children to use.</p> | <p>New PE curriculum introduce after Easter.</p> <p>Clear progression of fundamental skills being grown.</p> <p>Use of vocabulary for assessment - very strong.</p> |

| <b>Key indicator 3: Increased confidence, knowledge and skills of all staff in teaching PE and sport</b>  |  |                                  |  | Percentage of total allocation:  |
|---|--|----------------------------------|--|--|
|   |  |                                  |  | %5   |
| 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 confidence, knowledge and skills of all staff in teaching and supporting PE to promote the positive progress of all children                       | <ul style="list-style-type: none"> <li>PE Lead and FS to monitor quality of PE lessons</li> <li>PE Lead and FS to monitor effective use of Greenacre Scheme of work</li> <li>Audit of teaching staff confidence and knowledge</li> <li>PE Lead to implement and</li> </ul> | <p>Release time</p> <p>£2000</p> | <p>Active lead / PE lead to be in place in T3 - continue.</p> <p>March 22 - PE lead plus FS worked on new curriculum map and assessment. Key vocab in place with assessment vocab.</p> <p>Deep dives in process / IA visit</p> | <p>PE curriculum introduce after Easter - April 22.</p> <p>Training completed on vocabulary.</p> <p>Training on OAA and gymnastics using equipment</p> |

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|   | <p>monitor effective assessment of children</p> <ul style="list-style-type: none"> <li>• Purchase staff PE t-shirt and fleece</li> </ul>  | £1000  | completed and positive.   | <p>completed - received positively from staff. Look for impact over next academic year.</p> <p>Positive praise from IA visit.</p>   |
| <p><b>Key indicator 4: Broader experience of a range of sports and activities offered to all pupils</b></p>   |   |  |   | <p>Percentage of total allocation:<br/>20%</p>  |
| <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:  |
| <p>Additional achievements:</p> <p>Provide a broad range of sports and activities to engage all pupils within school ensuring focus upon less active and different groups ( SEN, GRT, PP)</p> | <ul style="list-style-type: none"> <li>• Employment of whole school active lead to provide lunchtime, intervention and after school clubs</li> <li>• Audit of existing equipment, replace any broken equipment, buy equipment needed to match PE SOW</li> <li>• Across ASPIRE - Football club has been asked for</li> </ul> | <p>Part of active leads cost</p> <p>25% of active lead role</p> <p>Equipment purchased use of rainbow award grant won - £500</p> | <p>Active lead T3 - to develop and continue.</p> <p>March 22 - These are in place - support with all children across the school developing team games.</p> <p>New equipment purchased - Lacrosse for new sport!</p> | <p>Range is developing - this year we have offered - multi skills, tag rugby, football, cricket, table top games, boxing.</p> <p>Wide range of children access the clubs. Some children are invited to such as boxing to support self regulation.</p> |

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|  |  | £2000 for year |  |  |
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| Key indicator 5: Increased participation in competitive sport   |   |   |   | Percentage of total allocation:   |
|---|---|---|---|---|
|   |   |   |   | %15   |
| 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><b>To raise participation in competitive sport ensuring that all groups of children have the same opportunities</b></p> <p><b>ALL children given the opportunity to represent their school in inter school competitive sport</b></p> | <ul style="list-style-type: none"> <li>• ALL children to participate in ASPIRE cup</li> <li>• Actively promote and engage children in inter school sports competitions</li> </ul> | <p>Release time</p> <p>£1000</p> <p>25% of Active leads role / cost</p> | <p>Active lead - Jan T3 to develop.</p> <p>March 22 - Part of the sports partnerships. Competitions to start in T5/6. Sports days planned for T6.</p> | <p>This is beginning - slow start since rise of covid restriction - to continue to be a focus next academic year - competed in a cricket intra tournament - develop more competition within Aspire - each school to host one!</p> |

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|-----------------|------------------|
| Signed off by   |                  |
| Head Teacher:   | E.Masters        |
| Date:           | July 2022        |
| Subject Leader: | Claire Liddicoat |
| Date:           | July 2022        |
| Governor:       | Chair AA         |
| Date:           | July 2022        |