

# 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](http://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	£19476
How much (if any) do you intend to carry over from this total fund into 2021/22?	£500
Total amount allocated for 2021/22	£19476
Total amount of funding for 2021/22. To be spent and reported on by 31st July 2022.	£18603

## 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. <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>	
What percentage of your current Year 6 cohort swim competently, confidently and proficiently over a distance of at least 25 metres? <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 2021.	54%
What percentage of your current Year 6 cohort use a range of strokes effectively [for example, front crawl, backstroke and breaststroke]?	52%
<b>What percentage of your current Year 6 cohort perform safe self-rescue in different water-based situations?</b>	51%
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

## 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.

<b>Academic Year:</b> 2021/22		<b>Total fund allocated:</b> £19476		<b>Date Updated:</b> 15.07.22	
<b>Key indicator 1:</b> 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: 29%
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:		Evidence of impact: what do pupils now know and what can they now do? What has changed?:	
<ul style="list-style-type: none"> <li>Provide daily lunchtime support to target 'inactive' children (who do not attend a club outside or in school) and pupil premium children.</li> </ul>		<ul style="list-style-type: none"> <li>Highlight the children who do not participate in internal or external sports clubs to target during lunchtime.</li> </ul>		£5,700	
<ul style="list-style-type: none"> <li>Ensure that all children receive 2 hours of PE curriculum each week.</li> </ul>		<ul style="list-style-type: none"> <li>Half-Termly timetables include 2 PE sessions for each class per week which includes an inside location</li> </ul>		N/A	
				<ul style="list-style-type: none"> <li>Cov Sky Blues have delivered activities which have targeted inactive and Pupil Premium children. An increase in good behaviour has been noticed by the teachers after they have had a session with Cov Sky Blues.</li> <li>100% inactive children targeted, 36% of which are Pupil Premium and 20% of which are SEN.</li> </ul>	
				<ul style="list-style-type: none"> <li>All children engaged with PE sessions and were active throughout.</li> <li>Staff have been consulted</li> </ul>	
				<ul style="list-style-type: none"> <li>Travel Tracker to be introduced and encouraged for all classes.</li> <li>Continue to update the half-termly timetables to include 2 PE sessions for each class.</li> </ul>	

<ul style="list-style-type: none"> <li>• Ensure that children are engaging and practising key skills that were learned from previous years.</li> <li>• Ensure that all children undertake at least 30 minutes of physical activity each day.</li> </ul>	<p>for children to continue their access to the PE curriculum during bad weather.</p> <ul style="list-style-type: none"> <li>• Implement half-termly timetables which build on from their previous year group's PE learning to ensure development of skills.</li> <li>• Daily mile and Active Maths sessions promoted within timetabling across all year groups.</li> </ul>	<p>N/A</p> <p>N/A</p>	<p>by the PE Lead when producing the half-termly PE timetable to ensure that all staff have felt comfortable and understood what is being asked. Staff commented that they liked being included in the timetabling discussion.</p> <ul style="list-style-type: none"> <li>• All children and staff responded well to the half-termly timetables, building on their previous skills.</li> <li>• Children have continued to enjoy and benefit from the daily mile (Year 6) and Active Maths. They have been able to revisit their Maths learning whilst developing their existing PE skills.</li> </ul>	<ul style="list-style-type: none"> <li>• Continue to include and develop previous sporting skills within the half-termly timetable.</li> <li>• Look to implement the daily mile for all year groups. Continue to encourage Active Maths across all year groups.</li> </ul>
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<p><b>Key indicator 2: The profile of PESSPA being raised across the school as a tool for whole school improvement</b></p>	<p>Percentage of total allocation: 20%</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>

<ul style="list-style-type: none"> <li>Lunchtime clubs to be held daily by Cov Sky Blues in the Community to set up organised games with targeted children.</li> </ul>	<ul style="list-style-type: none"> <li>Cov Sky Blues in the Community employed to deliver targeted and focussed support during lunchtime with a specific focus on 'inactive' children and Pupil Premium.</li> </ul>	<p>N/A (£5,700 counted in Key Indicator 1)</p>	<ul style="list-style-type: none"> <li>Cov Sky Blues have delivered activities which have targeted inactive and Pupil Premium children. An increase in good behaviour has been noticed by the teachers after they have had a session with Cov Sky Blues.</li> <li>There was an increase in uptake of the Cov Sky Blues run after-school clubs after trying out different sports with the coaches during lunchtime.</li> </ul>	<ul style="list-style-type: none"> <li>Revisit the inactive pupils list to update.</li> <li>Continue to target inactive and pupil premium children for lunchtime clubs.</li> <li>Look to providing a greater range of lunchtime activities as well as football.</li> </ul>
<ul style="list-style-type: none"> <li>Run Sports Day with a link to the school values; kindness, integrity, curiosity, resilience and nurture. Promote importance of sports to children and parents.</li> </ul>	<ul style="list-style-type: none"> <li>Plan Sports Day across the whole school and ensure effective deployment of teaching and support staff. Purchase trophies to be awarded for the 6 school values.</li> </ul>	<p>£155.02</p>	<ul style="list-style-type: none"> <li>Children were able to take part in a 'Mud Run' style Sports Day to showcase the school values and sporting achievements.</li> <li>Whole school assembly delivered to celebrate the children's achievements and the event.</li> <li>Children reported that it was 'the best sports day ever' and parents reported how well organised it was and the level of enjoyment was high.</li> <li>Trophies awarded to children who reported</li> </ul>	<ul style="list-style-type: none"> <li>Continue to embed the school values within sports specifically for Sports Day events.</li> </ul>

<ul style="list-style-type: none"> <li>Implement the use of Anomaly Board before school, after school and during lunchtimes.</li> <li>Participate in intra-competitions and inter-competitions.</li> <li>Ensure sports equipment is up to date in line with the planned curriculum and is useful, appropriate and of good enough quality to support teaching of PE and engagement in competitive</li> </ul>	<ul style="list-style-type: none"> <li>Ensure the subscription for the Anomaly Board is up to date and annual health check completed. Training to be completed with PE Lead and SSO.</li> <li>Contribute to the School Games fund and sign up to a variety of competitions. Set up intra-competitions for a variety of sports.</li> <li>Audit and purchase necessary equipment.</li> </ul>	<p>£1635</p> <p>N/A (£380 counted in Key Indicator 5)</p> <p>£1533.51</p>	<p>that they were very proud of their achievements.</p> <ul style="list-style-type: none"> <li>100% of children took part in the sports day.</li> <li>Lunchtime staff have reported that children have enjoyed playing with the interactive screen on the playground and noted how the use of the screen positively impacted behaviour.</li> <li>Children have shared their enjoyment of participating in intra-competition and inter-competitions.</li> <li>Pupil Premium children have been able to participate in a range of different competitions. (16% Pupil Premium children attended)</li> <li>Resources were available and allowed children, teaching staff and sports coaches to access and provide a wide range of sports to children both within the school</li> </ul>	<ul style="list-style-type: none"> <li>Ensure any new DRAs receive instruction on facilitating the use of the Anomaly Board.</li> <li>Continue to complete the Anomaly Board health check and subscription updates.</li> <li>Ensure both intra-competitions and inter-competitions are made available for a wide range of year groups and children including PP, SEN and inactive.</li> <li>Continue to take part in the School Games competitions.</li> <li>Complete equipment audit and order replacement equipment as necessary to ensure the correct delivery of lessons across the PE curriculum.</li> </ul>
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<p>sports.</p> <ul style="list-style-type: none"> <li>Continue to implement Maths and Reading interventions by Cov Sky Blues with a link to football.</li> <li>Promote the Commonwealth Games 2022 to inspire children and develop an awareness for a range of sports.</li> </ul>	<ul style="list-style-type: none"> <li>Cov Sky Blues in the Community employed to deliver targeted and focussed intervention for Reading and Maths with a focus on inactive, Pupil Premium and disengaged children with an interest of sport.</li> <li>Organise a Commonwealth Games Workshop (Bring the Power) for KS2. Hold an assembly with the Commonwealth mascot.</li> <li>Organise and hold a Commonwealth Curriculum Day to ensure strong curriculum links.</li> <li>Participate in GoParks by sharing information on social media and in the newsletter.</li> </ul>	<p>£600 (£600 of which is still to come out of the budget as of 15.07.22)</p> <p>N/A</p>	<p>curriculum and in after-school clubs.</p> <ul style="list-style-type: none"> <li>Pupil voice showed that children enjoy their Reading and Maths interventions and the link with sports. It has been reported from teachers that children have made significant progress in line with their interventions. Children also enjoyed being able to spend more time being active.</li> <li>Children were engaged throughout the Commonwealth workshop. They reported a strong understanding of the Commonwealth Games.</li> <li>Pupil voice showed that children developed an awareness of the Commonwealth and how the Commonwealth Games links.</li> <li>Children were choosing to be more active by taking part in GoParks.</li> </ul>	<ul style="list-style-type: none"> <li>Continue to liaise and organise Maths and Reading interventions with Cov Sky Blues to encourage and support disengaged learners with sports.</li> <li>Look to promoting future high profile sporting events e.g. Women's World Cup.</li> </ul>
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<p><b>Key indicator 3: Increased confidence, knowledge and skills of all staff in teaching PE and sport</b></p>	<p>Percentage of total allocation:</p> <p>33%</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>
<ul style="list-style-type: none"> <li>Lunchtime DRAs to be supported with the use of the Interactive Anomaly Board.</li> <li>Improve quality of PE lessons through upskilling from Cov Sky Blues in the Community.</li> <li>Implement swimming lessons for Year 3, Year 4 and Year 5 as part of the COVID recovery curriculum.</li> </ul>	<ul style="list-style-type: none"> <li>SSO and PE Lead to train DRAs with the use of the Interactive Anomaly Board on the playground.</li> <li>Employ Cov Sky Blues in the Community to up-skill in a variety of sports.</li> <li>Organise swimming lessons for Year 3, Year 4 and Year 5 (top up) with CV Life. Organise transport to the venue and communication with parents.</li> </ul>	<p>N/A (£1635 counted in Key Indicator 2)</p> <p>£900 (£900 of which is still to come out of the budget)</p> <p>£5640</p>	<ul style="list-style-type: none"> <li>Children were more active and engaged throughout lunchtimes resulting in DRAs reporting a lower percentage of children needing first aid as less incidents occurred.</li> <li>Children actively participated in different educational and recreational games via the anomaly board such as Just Dance and Quiz Time.</li> <li>Staff that were upskilled feel more confident in teaching and delivering sessions with appropriate skills for their year group.</li> <li>Teachers reported that the confidence from all children within the water increased dramatically.</li> </ul>	<ul style="list-style-type: none"> <li>Ensure any new DRAs receive instruction on facilitating the use of the Anomaly Board.</li> <li>Continue to complete the Anomaly Board health check and subscription updates.</li> <li>Continue to organise and liaise with Cov Sky Blues to support the upskilling of a variety of teachers across the school.</li> <li>Continue to enable year groups to access swimming provision and look to book in crash course for Year 6.</li> </ul>

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:
<ul style="list-style-type: none"> <li>After School Clubs to provide a range of sporting and extra-curricular opportunities.</li> </ul>	<ul style="list-style-type: none"> <li>Organise and run a variety of sporting and extra-curricular after-school clubs.</li> <li>Speak to Pupil Premium children across the school to offer one free place in an after-school club per term.</li> <li>Liaise with external provision to improve the range of after-school opportunities.</li> </ul>	N/A	<ul style="list-style-type: none"> <li>Children were able to access a range of sports for each term. Children were spoken to regarding their preference of after school club offer. E.g. the uptake for Footgolf was high and therefore remained an option for the duration of the academic year.</li> <li>All pupil premium children were offered one free place in an after-school club per term. In the Autumn term, 18% of the uptake was Pupil Premium. In the Spring term, 23% of the uptake was Pupil Premium. In the Summer term, 17% of the uptake was Pupil Premium.</li> <li>Cov Sky Blues and Step Onto Stage have added to the range of after-school clubs on offer by providing a variety of different clubs. This was changed from Drama to</li> </ul>	<ul style="list-style-type: none"> <li>Continue to liaise with external companies to support the running of after-school clubs.</li> <li>Continue to provide the opportunity for Pupil Premium children to access one free after school club per term.</li> </ul>

<ul style="list-style-type: none"> <li>• Improve participation and experience in Dance. Children to understand links to health and well-being and increase participation in a wider range of sports.</li> <li>• Implement swimming lessons for Year 3, Year 4 and Year 5 as part of the COVID recovery curriculum.</li> <li>• Provide a range of playtime equipment for break and lunchtime to encourage a wider range of activities for the children.</li> <li>• Organise and implement lunchtime clubs with Cov Sky Blues in the Community.</li> </ul>	<ul style="list-style-type: none"> <li>• Specialist dance teacher (Step onto Stage Company) employed to deliver dance sessions. Linked to school Thematic curriculum as well as focussing on engagement and overall fitness.</li> <li>• Book swimming sessions for Year 3 (60), Year 4 (60) and Year 5 (30 – top up). Book travel and liaise with parents.</li> <li>• Purchase playtime equipment for all playgrounds.</li> <li>• Create a lunchtime club timetable with a focus on inactive and Pupil Premium children and communicate with Cov Sky</li> </ul>	<p>£1500</p> <p>N/A (£5640 counted in Key Indicator 3)</p> <p>£589.96</p> <p>N/A (£5700 counted in Key Indicator 1)</p>	<p>Dance based on pupil voice in the Summer term.</p> <ul style="list-style-type: none"> <li>• Teachers reported that there was an increased level of participation from pupils and attitudes were positive towards learning and engaging in the sport.</li> <li>• Teachers reported that the confidence from all children within the water increased dramatically.</li> <li>• Children reported enjoying playtime more with the use of the equipment. Teachers reported less behavioural/friendship issues on the playground with the use of equipment.</li> <li>• Cov Sky Blues have delivered activities which have targeted inactive and Pupil Premium children. An increase in good behaviour has been noticed by the teachers after they have had a session with Cov</li> </ul>	<ul style="list-style-type: none"> <li>• Continue to provide a Dance programme with cross-curricular links next year.</li> <li>• Continue to provide swimming lessons for next year's Year 4 and Year 5.</li> <li>• Look to assess Year 6 as part of a crash-course.</li> <li>• Continue and regularly audit the PE and playtime equipment to ensure it meets the needs of the children.</li> <li>• Revisit the inactive pupils list to update.</li> <li>• Continue to target inactive and pupil premium children</li> </ul>
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	<p>Blues in the Community accordingly.</p>		<p>Sky Blues.</p> <ul style="list-style-type: none"> <li>• There was an increase in uptake of the Cov Sky Blues run after-school clubs after trying out different sports with the coaches during lunchtime.</li> </ul>	<p>for lunchtime clubs.</p> <ul style="list-style-type: none"> <li>• Look to providing a greater range of lunchtime activities as well as football.</li> </ul>
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Key indicator 5: Increased participation in competitive sport				Percentage of total allocation:
				1%
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"> <li>Increase number of children to participate in competitive sports within school and outside of school.</li> <li>Celebrate extra-curricular and sporting achievements from children outside of school.</li> </ul>	<ul style="list-style-type: none"> <li>Take part in inter-sport School Games competitions.</li> <li>Pay the £250 signing up cost to the School Games.</li> <li>Ensure that different children are chosen to take part across different year groups with a proportion of Pupil Premium and inactive children selected.</li> <li>Ensure extra-curricular achievements are documented on the school's social media and within the newsletter.</li> </ul>	<p>£380</p> <p>N/A</p>	<ul style="list-style-type: none"> <li>100% of children taken to all inter-sport competitions reported to have enjoyed their experience. They have shared their appreciation for being selected. Many children selected inter-sport competitions as their favourite memories of the year.</li> <li>Children enjoyed taking part in the Values Dodgeball competition due to the way it was run and being able to showcase a different skillset which they linked to their school values.</li> <li>Parents and children have responded positively to seeing their children's achievements from outside of school.</li> <li>Children reported feeling proud of their achievements and enjoy sharing them with</li> </ul>	<ul style="list-style-type: none"> <li>Continue to provide children with the opportunity to take part in increased activity through School Games.</li> <li>Continue to celebrate extra-curricular and sporting achievements via social media and the newsletter.</li> </ul>

<ul style="list-style-type: none"> <li>Link participation in competitive sport to school values; kindness, curiosity, integrity, nurture and resilience.</li> </ul>	<ul style="list-style-type: none"> <li>Purchase 6 trophies with the school values logos.</li> <li>Promote the values within Sports Day and share ways in which they could show them.</li> <li>Hold a whole school assembly to celebrate the school values and their link to sports.</li> </ul>	<p>N/A (£155.02 counted in Key Indicator 2)</p>	<p>the school.</p> <ul style="list-style-type: none"> <li>Children were engaged throughout and able to articulate their understanding of how the values linked to sports and how they could be shown.</li> <li>The 6 children took pride in receiving their trophies and they were celebrated in assembly.</li> <li>100% of children were able to articulate why the children had received the trophies.</li> </ul>	<ul style="list-style-type: none"> <li>Continue to embed the school values within sports.</li> </ul>
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Signed off by	
Head Teacher:	
Date:	
Subject Leader:	
Date:	
Governor:	
Date:	