

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 2020/21	£0
Total amount allocated for 2021/22	£16,420
Total amount of funding for 2021/22. To be spent and reported on by 31st July 2022.	£16,420

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>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>Years 4 and 5 went swimming during the summer term. This was part of their curriculum provision.</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 2021.</p> <p>Please see note above</p>	<p>100%</p>
<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>	<p>100%</p>
<p>What percentage of your current Year 6 cohort perform safe self-rescue in different water-based situations?</p>	<p>78%</p>
<p>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?</p>	<p>Yes/No</p>

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:		
<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> <p>Key indicator 2: The profile of PESSPA being raised across the school as a tool for whole school improvement</p>			Percentage of total allocation: %	
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?:	Sustainability and suggested next steps:
For all children to access at least 30 daily activity to support physical and mental health.	Resources available at break and lunch times to support activity (tennis, netball, football, basketball, beanbags, skipping ropes, beanbags, hoops).	£2200	All children engaged in a range of activities at break and lunchtimes. They would often continue to build on the skills taught in their PE sessions.	Need to replenish equipment (lost, damaged) so this can continue. Consider winter months and indoor provision?
	EYFS to have equipment to encourage climbing and gross motor skills.	£2000		
For children to participate in high quality PE sessions.	New sports equipment to ensure effective delivery of PE lessons (gymnastic mats, bibs, footballs, netballs, basketballs)	£2500		
For children to participate in regular physical activity.	Forest School sessions with CC to develop physical and fine motor skills, teamwork and cooperation.	£1220	All children have enjoyed the sessions and we have seen an improvement in their	Continue to develop outdoor space to support this.

			communication and physical skills.	
--	--	--	------------------------------------	--

Forest School Sessions:



Sports at Breaktimes/Lunchtimes:



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

For staff to develop skills and confidence in the teaching of mixed aged classes.	CEPD to deliver specialist coaching sessions for the staff to observe.	£4000	Staff are confidently able to deliver PE sessions. They have observed a range of specialists, including Chester FC, Cheshire Cricket and Sports Coaching Group.	To develop the teaching of dance and gymnastics further.
---	--	-------	---	--

Coaching from CEPD, Sports Coaching Group, Cheshire Cricket and Chester FC



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

Intent	Implementation	Impact	Percentage of total allocation:
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>After school club provision to allow children to experience different sports.</p> <p>For children to try a range of different sports and activities.</p>	<p>CEPD will deliver a weekly club, offering a wide range of sports and activities. All children will be invited to attend.</p> <p>We purchased new resources so we can offer the follow sports and activities:</p> <p>Boccia Kurling Dodgeball Golf Handball Croquet</p>	<p>£1500</p> <p>£2000</p>	<p>Uptake for the clubs were good (between 68-88%) Children enjoyed the sports on offer.</p> <p>Children are helped to order the new resources and are looking forward to trying them out next year!</p>	<p>Consider those who didn't attend – is there anything that would entice them? How can we develop links with local clubs?</p>
---	---	---------------------------	--	--

Trying new sports and activities



Key indicator 5: Increased participation in competitive sport				Percentage of total allocation:
				%
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:
For children to experience competitions and tournaments.	Membership to the Sandstone Partnership and participation in weekly tournaments.	£1000	This year, children have been very successful and it has been wonderful to see the school awarded podium places. All children were offered the opportunity to attend at least one event.	CDAT competitions – different sports on offer.

Competitions:



Total spent: £16,420 (school fund topped up overspend)	
Signed off by	
Head Teacher:	Kerry McLean
Date:	28.7.22
Subject Leader:	Lucy Jones
Date:	28.7.22