

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](#).

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Details with regard to funding

Please complete the table below.

Total amount carried over from 2019/20	£0
Total amount allocated for 2020/21	£22,000
How much (if any) do you intend to carry over from this total fund into 2021/22?	£0
Total amount allocated for 2021/22	£21,230
Total amount of funding for 2021/22. To be spent and reported on by 31st July 2022.	£21,230

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 2020. Please see note above	79%
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	69%
What percentage of your current Year 6 cohort perform safe self-rescue in different water-based situations?	66%
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: 2021/22		Total fund allocated:		Date Updated: Jan 2022	
Key indicator 1: The engagement of all 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:
					11%
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?:
Level 3 Teaching Assistants with coaching qualifications to support class teachers with PE interventions throughout the PE curriculum.		Bottom 20% of attaining pupils are targeted in lessons to support their engagement and progression. TA’s provide active lunch clubs aimed at supporting PP and targeted groups.		£7,968(equal distribution over KI 1, 2, 3, 4 & 5)	Bottom 20% are targeted in lessons and provided with support where necessary.
Installation of curriculum wide orienteering course across school.		Children have access to active learning in lessons through curriculum based orienteering course.		£2,480 (equal distribution over KI 1, 3 & 4)	Lessons across the curriculum become more physically active and children have opportunity to learn outside.
Key indicator 2: The profile of PESSPA being raised across the school as a tool for whole school improvement					Percentage of total allocation:
					8%
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:
School Games Events across key stage 1 and keys stage 2 actively engaged by PE team. Cross curricular clubs encourage a wide variety of sports Sports TA runs active lunchtime clubs.	Members of PE and extra-curricular team work closely together to promote active lifestyles throughout the year. Ongoing engagement and adaption to clubs to reflect needs of children.	£7,968(equal distribution over KI 1, 2, 3, 4 & 5)	Increasing number of children and year groups taking part in sports games opportunities. Children taking part in lunchtime clubs reflect PP children.	Continuation to offer a wide variety of opportunities for children to explore different forms of physical activity. In communication with Dance CPD for 2022/23
Daily Mile and Stormbreak lesson time encourages active time during the school day.	Increased participation in physical activity throughout the school day. Achieving 30 minutes of active time.	15 min allocation during weekdays (year group discretion)	Timetabled into year groups plans for the week.	Achievement of Stormbreak award and recognition for commitment to programme. Placed in timetable for foreseeable future.

Key indicator 3: Increased confidence, knowledge and skills of all staff in teaching PE and sport				Percentage of total allocation:
				52%
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:

Continued exposure of children and teaching staff to high-quality PE teaching in games and gymnastics.	Use of outside sports coaches to support teachers in the delivery of games lessons in school (ongoing CPD). Sports Teaching Assistants are trained in games and gymnastics. Provide ideas and specialist teaching for lessons. Teachers to work alongside and learn	£7,026 allocated RD Sports £1,837 allocated BRS Coaching £7,968(equal distribution over KI 1, 2, 3, 4 & 5)	Positive feedback and continual development of teachers PE teaching standard. Learning Walks and review of planning of coach vindicates this. Teachers have feedback increased confidence of teaching PE due to impact of Sports TA's.	Continued monitoring of RD Sports and BRS coaching provision. BRS coaching use increased for sports clubs and more year groups in following year. TA's are committed to next academic year and continuing support.
Installation of curriculum wide orienteering course across school.	Children have access to active learning in lessons through curriculum based orienteering course.	£2,480 (equal distribution over KI 1, 3 &4)	Lessons across the curriculum become more physically active and children have opportunity to learn outside.	CPD provided to teachers on how to use orienteering course in lessons.
Key indicator 4: Broader experience of a range of sports and activities offered to all pupils				Percentage of total allocation: 21%
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:

Continued membership of PEDSSA to allow entry into school games events.			Achievement of Gold Mark School Games Award for commitment to PE and participation in Dorset School Games events.	Continuation of participation and long term goal of achieving platinum award in 2024.
Exploration of new sports in PE curriculum to reflect and broaden children's sports interests.	Volleyball, dodgeball, golf and handball introduced to PE curriculum in 2021/22 to reflect children's outside interests and achievements.	£7.968(equal distribution over KI 1, 2, 3, 4 & 5)	High engagement from Year 3 and 6 in their new sports. Volleyball club now operating in school.	Reflection in Summer 2 to continue to develop curriculum on back of children's interests.
Installation of curriculum wide orienteering course across school.	Children have access to active learning in lessons through curriculum based orienteering course.	£2,480 (equal distribution over KI 1, 3 & 4)	Lessons across the curriculum become more physically active and children have opportunity to learn outside.	CPD provided to teachers on how to use orienteering course in lessons.
Give opportunities for PP children to learn essential life skills through swimming lessons.	Hire of facilities and coach travel to and from swimming centre. PP children have additional lessons to support missed opportunities during pandemic. Year groups 4, 5 and 6 targeted.	£1,950	Increase in levels of swimming ability for these groups. Evidenced in swimming progression scores.	Continuation of policy through following academic year in order to provide children from PP backgrounds opportunity to learn to swim.

Key indicator 5: Increased participation in competitive sport				Percentage of total allocation:
				8%
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:
Ongoing involvement with Sports Games Organisation throughout the academic year. Involvement with events organised through PEDSSA and Sports Games.	Membership of Sports Games Sports Teaching Assistants and PE champions to be actively engaged with PEDSSA and run events.	Confirm spend £7,968(equal distribution over KI 1, 2, 3, 4 & 5	Increased participation amongst students in PE events. Children from all backgrounds given opportunity to represent school in a range of disciplines.	TA's are committed to next academic year and continuing support.
Sports Ambassadors to be trained in play leading.	Sports Ambassadors trained by Sports TAs in playground leading		Sports Ambassadors have supported running of multi-skills clubs for Year 1 and 2. Sports Ambassadors have taken part in warm ups for year 5 and 6. Sports Ambassadors involved in running of Sports Days (July 2022) And Sports Week (June 2022)	Sports Ambassadors from year 5 to continue with roles into year 6. Future year 5's to be trained as Ambassadors.

Signed off by	
Head Teacher:	
Date:	

Subject Leader:	Damian Startin
Date:	20/07/2022
Governor:	
Date:	