

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	£ 17,230
How much (if any) do you intend to carry over from this total fund into 2021/22?	£ 5,775
Total amount allocated for 2021/22	£ 17,370
Total amount of funding for 2021/22. To be spent and reported on by 31st July 2022.	£ 23,145

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>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>	19%
<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>	19%
<p>What percentage of your current Year 6 cohort perform safe self-rescue in different water-based situations?</p>	22%
<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>	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:	
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:
					%
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>Increased opportunity to partake in structured sporting activity at breaks and lunchtimes.</p> <p>Increase enthusiasm and enjoyment in participation that children can build on as they ,move through school and life.</p> <p>Y6 booster swimming lessons.</p>	<p>Bronze ambassadors and mini leaders trained.</p> <p>Midday supervisor/Tas trained to support games during playtimes and lunchtimes.</p> <p>Appropriate resources purchased to allow mini leaders to run lunchtime sessions.</p>		<p>£45 (bibs/kit for mini leaders)</p> <p>£1131 (mini leader training)</p> <p>£7855 (Midday supervisors to facilitate activities and games during lunchtimes)</p> <p>£2290 (equipment)</p>	<p>There has been a huge increase in the self-esteem of children who are mini-leaders.</p> <p>A huge number of children are choosing to join in with the activities run by the mini leaders which has increased their enjoyments of lunchtimes and developed positivity. This has also raised levels of concentration and behaviours for learning within the classroom.</p>	<p>Train the next group of mini-leaders to ensure the sustainability of the program and to keep momentum.</p> <p>Audit resources and replenish as necessary.</p> <p>Speak to children about their views on the mini leaders and their activities and seek to improve the program further.</p>
Key indicator 2: The profile of PESSPA being raised across the school as a tool for whole school improvement					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:

<p>Providing a fun but progressive curriculum and extra curricular programme will benefit all areas of school life for our pupils, parents and staff and raise physical aspirations within our school community.</p> <p>All children to take part in a wide range of different sporting events as part of sports day with their Key Stage.</p>	<p>Invest in high quality equipment that matches with our PE curriculum.</p> <p>Each class to attend an event off-site with pupils from other schools.</p> <p>Swimming lessons for Y5 and continued into Year 6 for targeted children.</p>	<p>£256 (coach to events)</p> <p>£45 (resources and equipment)</p>	<p>More children are physically active. They enjoy their PE lessons.</p> <p>Children experienced participation in sport with other members of local communities.</p>	<p>Continue to offer off-site opportunities for sport and physical education.</p>
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Key indicator 3: Increased confidence, knowledge and skills of all staff in teaching PE and sport				Percentage of total allocation:
				%

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>To further raise the quality of teaching in P.E including: high expectations and energy levels, teaching strategies, use of time and resources.</p>	<p>Seek support from PE specialist from Chesterfield Sports partnership, including joint planning, team teaching and observations.</p> <p>Shape work collaboratively with new staff.</p> <p>RealPE is used consistently as a tool to develop teachers' confidence and enhance planning.</p>	<p>£1463 (release PE Lead to attend events etc)</p> <p>£6604 (Shape affiliation and mentor PE teacher)</p>	<p>Teaching staff more confident and able to deliver effective, enjoyable PE lessons and more accurately assess children.</p>	<p>Continue working with Shape and using Real PE.</p> <p>This year's new staff have the opportunity to use Real PE alongside specialists from Shape.</p> <p>Replenish equipment as needed.</p>

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

Intent	Implementation		Impact	
<p>Your school focus should be clear</p>	<p>Make sure your actions to</p>	<p>Funding</p>	<p>Evidence of impact: what do</p>	<p>Sustainability and suggested</p>

what you want the pupils to know and be able to do and about what they need to learn and to consolidate through practice:	achieve are linked to your intentions:	allocated:	pupils now know and what can they now do? What has changed?:	next steps:
<p>Build upon pupil's enjoyment of PE lessons by providing pupils the chance to access additional structured opportunities at lunchtimes.</p> <p>Children have the opportunity to be taught Thai Chi by a specialist teacher.</p> <p>Additional achievements:</p>	<p>Establish a dance club during lunchtime for KS2 with the aim of attending an event.</p> <p>Year 3, 4, 5, 6 taught Thai Chi participated in Thai Chi during the school year. Taster sessions held as part of school events.</p>	<p>£119 (coach to dance event)</p> <p>£3330</p>	<p>Children were able to experience showing their dance to others at a dance event, as well as watching the entries from other schools.</p> <p>Children were able to experience something completely different to their PE lessons. This had a huge impact on confidence among children who hadn't always shown a lot of confidence during PE lessons.</p>	<p>Build on the success of this and introduce some after school clubs and teams.</p>

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:
Every child in KS1 and KS2 to have participated in an intra-school event.	<p>Enter each class into a shape event and attend.</p> <p>Ensure that transport is provided to events (where required)</p> <p>As KI4 – attend an intra-school event/competition.</p>	£119 (coach to events)	Children relished the opportunity to meet others participating in the same things as them but from other places. They were able to work as a team and show pride in their identity as part of Walton Peak, boosting their self esteem and confidence.	<p>Expand the number of after-school clubs available.</p> <p>Source additional support for these (ie coaching)</p> <p>Speak to pupils to see what opportunities they would like.</p>

Signed off by	
Head Teacher:	
Date:	
Subject Leader:	
Date:	
Governor:	
Date:	