

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	£16850
How much (if any) do you intend to carry over from this total fund into 2021/22?	£2000
Total amount allocated for 2021/22	£16850
Total amount of funding for 2021/22. To be spent and reported on by 31st July 2022.	£18850

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>	88%
<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>	75%
<p>What percentage of your current Year 6 cohort perform safe self-rescue in different water-based situations?</p>	63%
<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>	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: 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>			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:
Introduce an active play club at lunchtime. Stay active lunchtime club. 3 x a week adult led physical activity games to increase the amount of time children are physically active for, to improve social skills and build resilience. Allow the children to have a wide repertoire of games to be able to play independently on other days.	Employ sports staff 2x lunchtimes 1 member of staff 1 x lunchtime Increase the number of children achieving 30 mins of physical activity each day Children enjoy physical activity and can initiate games themselves	£3500	Children joining in with organised games and being more active during their lunch break. They have learnt new games and rules. Children will replicate the games without adult input which allows them to show team player skills, resilience and an improvement in social skills.	Ideas of activities/games to be made available to give menu of activities to choose from. Continue with the adult lead games to help build confidence and develop the skills in a more informal way.
After school Club – Three sessions per week Keeping register of who is attending clubs and ensuring children who do not get into club are offers club first time next time to ensure as many children as possible attend and broaden their experiences.	Children taking part in a wider variety of sports Creating pathway for children to take up sports outside of school Staff allocation to monitor and proactively promote clubs to targeted families	£0 (parent funded) £150	More children taking part in organised sports outside of curriculum offer.	Explore and offer more variety of sports. Ensure after school club is accessible to all.
New playground equipment. Purchase and renew small playground equipment and storage to ensure children have wide	New equipment purchased and stored in accessible way. Increased variety of equipment to	£1000	Children have more resources to make up own games. Variety of equipment allows them to try out	Introduce children play-leaders to learn new skills and encourage different play.

Created by:



Supported by:



<p>range of equipment that is good quality to encourage and enable them to be involved in physical activity during break and lunchtime. Good quality equipment is required to make sport attractive to participate in.</p>	<p>encourage a wide variety of</p>		<p>different sport skills and different team games/participation skills</p>	<p>Get playground markings to encourage different sports/skills and zones in the playground.</p> <p>Purchase large playground apparatus to allow different skills and encourage more physical play.</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:
Purchase/renew PE Equipment. This will allow children to take part in PE/Sport and take part in a wider variety of sports	Renewal of PE Equipment for children	£1000	Variety of good quality equipment has allowed the children to participate in a wide range of sports and develop different skills. Gives them a platform to grow their interest and develop an interest in sports in their wider lives.	Ensure wide range of skills on offer. Ensure links with sports in their wider context is discussed to give children the tools to develop and progress in all areas of curriculum. Discussion of Olympic success, Commonwealth Games, Football world Cup etc.
Encouragement in sports through out-of-school challenges: How Far Can you walk/Run Cycle? Involvement in Offord Marathon Relay	Children and their families encouraged to be active in different ways in and out of school. Competition between classes encourages participation	£200	Children participating in sports with their families. Encouraging sport, fitness and health to be a life choice and participating in as an enjoyable activity.	Promote local sports clubs to give children the choice of many activities outside of school.
Participation in Virtual competitions run my HSSP and discussing them. Celebrating participation and successes in the competition to raise the profile of sporting achievements and build interest of sporting activities for the children.	Participate in and promote the virtual competitions. Give children a focus for their sporting activities.	£200	More children accessing competitive sporting activities.	Continue virtual activities if available as well as in person sports. This enables more children to access the events.

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:
Expert Sports Coaches (Primary Sports Stars) to provide training and coaching for school staff. The sport coaches teach lessons and provide coaching to school staff to upskill them and allow school staff to improve their skill set	2 afternoons of sports coaching to teach lessons and coach staff. Cover a wide range of skills and sports and provide resources for school staff to teach form.	£3000	School staff have observed good quality sports teaching and have developed their teaching in these areas. Have grown in confidence to deliver lessons independently and plan high quality lessons.	To be continued so more staff can be coached and a wider range of sport skills developed.
PE lead attend network meetings, Youth Sports Trust and CAM Academy working party on developing curriculum development. This will ensure that the PE lead has knowledge to lead the subject well in our school.	Meetings attended and information disseminated as required. PE Lead to use the information to develop own skill set.	£200 for release	PE lead increasing her skill set and ability to offer high quality support for rest of staff. Increased knowledge regarding PE curriculum and offers and support available. Networking with other Trust schools has enabled best practice to be discussed and fed into curriculum offer.	To be continued to ensure best practice and latest information being used at the school to develop PE teaching and learning.
Relevant PE courses for PE lead and other staff attended. Attendance on FA Shooting Stars – trained 2 x TA to implement this Girls Football initiative.	PE Courses identified and booked to ensure that skill sets for relevant school staff are being developed.	£500 for course and release of staff	We are a FA Shooting Stars affiliated school. Staff are trained and able to deliver the girls football skills though Disney themes lessons. This will provide more opportunities for girls football and increase girls confidence in sports	Courses need to continue to be identified and the learning from them implemented at school. FA Shooting Stars to be made available at lunchtimes and it's impact evaluated for engagement, enjoyment and confidence.
PE Lead observe to carry out observations and planning scrutiny to	PE coordinator to have time to observe lessons and discuss PE	£200	Pupils are receiving planned PE lessons that ensure development of	To carry out pupil voice to know what the PE offer looks like for a

<p>ensure the children are receiving PE inline with the Long Term Plan of the Curriculum Map and to ascertain what PE look like across the school</p>	<p>teaching with teachers. Gather evidence from a variety of sources to get a clear picture of the PE offer at school</p>		<p>skills and full coverage of the curriculum</p>	<p>child in the school. Evaluate and develop the Curriculum Map to improve the offer of PE at school</p>
---	---	--	---	--

Key indicator 4: Broader experience of a range of sports and activities offered to all pupils				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:
Develop a broad PE curriculum – based on Cambs Scheme of Work and working with Trust PE Lead	Curriculum map written for the whole school. Progression of skills and sports from EYFS to Yr 6. OAA, gymnastics, dance, striking and fielding, fundamentals, net/wall games all included	£300	New curriculum map will ensure coverage of all areas of PE curriculum with a clear progression of skills. This ensures that children are being taught a full range of skills	Continued evaluation of the curriculum needs to take place. Assessment criteria needs to be developed to ensure robust systems in place for assessing children's progress.
Introduction of dance club after school (Talent Dance Academy) in addition to the 2 multi-sports clubs (Primary Sports Stars)	Greater variety of sports on offer to engage children and promote the participation in sports	£0 (funded by parents)	A variety of sports clubs appeals to more children and so has increase participation in sports	Research other sports activities that can be offered as extra-curricular activities. Research non school based sport activities and promote to school community (eg parkrun)

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:
HSSP subscription package (festivals and competitions). Children to experience the opportunity of competing against other schools in different environments. Improving discipline, attitudes and sportsmanship in a competitive environment. Transportation to sporting events and cover for staffing. Allows the children to participate in competitive sports	Sign up and participate in festivals and tournaments. Ensure as many children as possible have opportunity to experience a tournament or festival. Focus extra-curricular activities to ensure teams have chance to train together to support confidence. Transport and staffing in place to allow activities to happen. Parent volunteers encouraged to promote wider support of school sport participation	£1000 £500	No happened due to Coronavirus Pandemic	To continue next year

Signed off by	
Head Teacher:	Mrs K Ruddock
Date:	Updated July 2021
Subject Leader:	Mrs K Ruddock
Date:	Updated July 2021
Governor:	Mrs R Rose
Date:	Updated July 2021