

# Evidencing the impact of the Primary PE and sport premium

Website Reporting Tool

Revised July 2021



Commissioned by



Department  
for Education

Created by



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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	£7463.30
Total amount allocated for 2020/21	£25286.30
How much (if any) do you intend to carry over from this total fund into 2021/22?	£11989.95
Total amount allocated for 2021/22	£17820
Total amount of funding for 2021/22. To be spent and reported on by 31st July 2022.	£29809.95

## 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><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></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><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 2020.</p> <p>Please see note above</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><b>What percentage of your current Year 6 cohort perform safe self-rescue in different water-based situations?</b></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 <b>over and above</b> 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: 2020/21	Total fund allocated:	Date Updated:		
<b>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</b>			Percentage of total allocation: 76%	
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>Explore ways in which we can provide 30 minutes of activity for all children each day in all weathers and seasons. This will ensure that children are physical active which will have a positive attitude on their attitude to learn and their ability to focus on their learning</li> </ul>	Arrange for new physical activity trail to be installed on the edge of the school field. <i>(This also links to indicators 2 and 4)</i>	£8500	<ul style="list-style-type: none"> <li>Children will have access to physical activity challenges at break and lunch times.</li> <li>Equipment can be used for children who require sensory breaks.</li> <li>Targeted interventions for children with coordination, motor skills, sensory difficulties.</li> <li>Equipment can support the teaching of core strength, balance, agility, coordination skills in small group or as part of whole class PE lessons.</li> </ul>	Activity trail will provide many years of physical activity for children. Ensure equipment is fitted into steel fixings to ensure longevity and avoid damage due to weathering.
<ul style="list-style-type: none"> <li>Play leaders – Y6 children trained to lead play and encourage activity with the infants at lunch</li> </ul>	<ul style="list-style-type: none"> <li>SJD team to train the children and badges purchased to show value of this scheme.</li> </ul>	£13750	<ul style="list-style-type: none"> <li>Y6 children build leadership skills as sports leaders by leading the KS1 children in</li> </ul>	

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<p>time</p> <ul style="list-style-type: none"> <li>• Increase physical activity over lunch the lunch break.</li> <li>• Achieve task of ensuring all children have access to 30 minutes of physical activity per day.</li> </ul> <p>Ensure there is a good range of equipment available to support physical activity at break times.</p>	<ul style="list-style-type: none"> <li>• Deploy two sport leaders – one for the juniors and one for the infants each lunchtime to ensure that all children have the opportunity to be active during the lunch break.</li> </ul> <p>Review with staff ways in which the level of activity can be increased and sustained outside of timetabled PE lessons. (Daily mile, skipping, mini physical activity breaks)</p> <p>Review and purchase new equipment for lunchtimes and involve the children in choosing this</p>	<p>£500</p>	<p>sports, games and physical activities during lunchtimes.</p> <ul style="list-style-type: none"> <li>• All children will have opportunities to engage in organised games and physical activity during the lunch break.</li> </ul> <p>Children will meet the target to be physically active for the current targets.</p> <p><b>WIDER impact-</b> Children more active in PE lessons without the need to stop and rest PE Standards – large majority meeting national 95% by the end of KS2 Attitudes to learning improved SATs targets achieved or exceeded. Due to closure of schools, SATs didn't take place and it is not possible to measure either of these targets at the end of the summer 2020.</p>	
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Key indicator 2: The profile of PESSPA being raised across the school as a tool for whole school improvement				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:
Continue to promote and raise the profile of sport and physical activity for all children in school, recognising that different sports/activities will appeal to different children. We aim for all children to take part in and enjoy physical/sport activity which ultimately will be a lifestyle choice for them now and in the future.	Use external providers to deliver a healthy lifestyle day for all children in school. Invite Sheffield United Community Partnership to assist with the delivery of PE sessions and after school clubs. Sheffield United Community Partnership to deliver healthy living Move and learn programme to upper Key Stage 2 children.	£1518	Children have access to a wider range of sport and physical activity. There are additional after school clubs for children to access with a range of sports offered. Children can identify what it means to live a healthy lifestyle and how being physically active can improve health and well-being.	Consider ways to ensure this partnership can be sustained in future years – try to embed the partnership as part of the school’s drive to get children active; look at whether there are there more opportunities for after school clubs.
Purchase the required to successfully deliver Pe curriculum through GetSet4PE scheme of learning.	Audit current resources, discard any damaged equipment and check against GetSet4PE scheme to identify any resources required to deliver every lesson within the scheme.  Create a sports council to lead in this area to gain children’s views about PE, Sport and Physical activity in school	£1402	Children have accessed new areas of learning in PE and developed new skills that would not have been possible without the correct equipment.  The outcomes of the survey will be analysed and shared with the sport council and staff and children in school. Action plan to	Continue to renew/develop resources to ensure children have access to outstanding PE lessons.  Following the surveys with children, consider how sport premium can be used in the future to impact on levels of

<p>Use newly installed trim trail to build children's knowledge of wider opportunities to build strength, fitness and stamina.</p>	<p>Subject lead to take ownership on this. Carry out a whole school survey in the Summer term 2022. This to be devised by the children on the sports council.</p> <p>Sport and activity will be promoted and celebrated in displays around school, on class Dojo and the school website Promote other sports either by holding experience days in school, sending out information or posting on the school website. Celebrate children's achievements and participation in a range of sports in whole school assemblies</p> <p>Children will be encouraged to use the equipment daily.</p>		<p>be agreed with the children on the sport council. The children on the sport council will be involved directly in leading activities at lunchtime and break times.</p> <p>Displays around school celebrate participation as well as achievement in sport.</p> <p>Children will be introduced to a new range of sports and physical activities to encourage more pupils to take up sport and physical activities.</p>	<p>engagement in sport and physical activity.</p> <p>Discussion with all staff to see how levels of physical activity can be increased for all children, not just in PE lessons and thus impact on levels of engagement and achievement in all areas of school life.</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:
				9%
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:
Increase staff confidence in delivery of different aspects of PE	<p>Dance with Mrs Wells – involves supporting all teachers with specific CPD of dance whilst the lessons are delivered. Look at ways of including part time teachers who are not in school on the chosen days for the dance sessions.</p> <p>Purchase a scheme of learning to support the planning and delivery of PE lessons.</p>	<p>£1125</p> <p>£1375</p>	<ul style="list-style-type: none"> <li>• Subject leader will have an overview of standards in dance following these sessions and collate a report to support this area of sport premium spending.</li> <li>• The dance specialist will work directly with class teachers to deliver CPD; enabling them to develop their practice and pedagogy.</li> <li>• Children will access a rich, diverse range of dance sessions which will allow them to build their skills and confidence in dance.</li> <li>• Staff will develop practice and pedagogy to ensure teaching and learning is good in all lessons.</li> <li>• Through the spiral curriculum,</li> </ul>	<p>Sustainability of this aspect of the PE curriculum beyond sport premium funding</p> <p>From the overview of the PE/Sport curriculum, identify any areas for development and use of Sport Premium in the current or next school year. Identify any CPD needs for staff.</p> <p>WIDER impact – Children’s enjoyment and skills – impact on positive impact on learning and spiritual involvement of the children.</p>



	<p>PE subject leader to have an overview of the PE/sport curriculum. Survey staff for future areas for development in the subject. Have a clear knowledge of what is taught in each year group and a view on progression</p>		<p>children will revisit previous learning and continue to build schema.</p> <ul style="list-style-type: none"> <li>• Well planned sequential lessons will ensure that small steps in learning are achieved, allowing all children to make good progress across the PE and curriculum.</li> <li>• Children will access a wider range of sport and physical activity.</li> </ul>	
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Key indicator 4: Broader experience of a range of sports and activities offered to all pupils				Percentage of total allocation:
Intent	Implementation		Impact	5%
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: Continue to offer a wider range of sports both within and outside the curriculum. Take feedback from the pupil surveys for more ideas to encourage sport and physical activity in school.</p> <p>Enable children to access gymnastics lessons, yoga lessons and other floor disciplines.</p>	<p>Continue to promote attendance at breakfast club and after school clubs – including Sheffield United Community Partnership.</p> <p>Find out what clubs the children would like to see being offered in school and source providers</p> <p>Sign post children to other clubs in the local area</p> <p>Purchase new mats and storage unit to support delivery of floor-based disciplines.</p>	£1639	<p>Increased range of sports offered to all children both in school and after school</p> <p>Increased numbers of children taking up after school club opportunities.</p> <p>Children will develop flexibility, posture, strength and fitness through PE sessions. Children already participate in some gymnastics, but new mats will enhance and enrich their experience as well as provide increased safety for children to feel able to develop their skills with greater confidence. Children will learn how to perform yoga and understand its long-term</p>	<p>Ideas for future clubs to be agreed</p> <p>Seek ways to promote healthy lifestyles</p>

<p>Use new trim trail to give children a wider range of physical activities to access during break times.</p>	<p>Children have the opportunity to develop core, lower body and upper body strength through physical activity at break times.</p>		<p>benefits.</p> <p>Physical activity is embedded into the school day through active break times and holding active lessons and teaching.</p>	
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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 be able to take part in competitive sport with other schools in the local and wider areas	<p>PE subject leader to coordinate this to ensure that every opportunity is taken for the children to take part in competitive sport</p> <p>Look for opportunities to establish links with other schools for participation in competitive sports.</p> <p>Make enquiries into possible DSAT games event.</p>		<p>Keep a record of pupil numbers of attendance at competitions and which sports they have participated in.</p> <p>Increased % involvement in competitions</p> <p>WIDER impact – Improved standards in PE lessons/games More girls in competitive sport</p>	How can this be sustained and improved in the future?

Signed off by	
Head Teacher:	Helen Hall
Date:	12.06.2022
Subject Leader:	W J Davies
Date:	27.05.2022
Governor:	
Date:	