

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](#).



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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	£ 16,000
How much (if any) do you intend to carry over from this total fund into 2021/22?	£ 0
Total amount allocated for 2021/22	£ 17,050
Total amount of funding for 2021/22. To be spent and reported on by 31st July 2022.	£ 12,409

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 2020.</p> <p>Please see note above</p>	44%
<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>	44%
<p>What percentage of your current Year 6 cohort perform safe self-rescue in different water-based situations?</p>	94%
<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: 2021/22	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:	
			28%	
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:
Audit the physical environment and try to create a playground that is stimulating and encourages children to move frequently outdoors. Introduce 'all weather' equipment that children can interact with in different ways to help build their physical literacy.	Employed an apprentice to work with targeted children during lunchtime to promote engagement and physical activity. Researched and developed a range of accessible play-based resources and playground equipment and activities to engage and challenge all pupils during their outdoor learning opportunities.	£2000 (half of overall cost). £2000	Having a coach at lunchtime has enabled the lunchtime staff to focus their attention on engagement of those children more reluctant to participate in physical activity. The range of resources and how these are used to promote physical activity has further supported this.	The cost of the Apprentice will be subsumed by JMAT, so the provision will remain irrespective of future Sport Premium funding.
To increase pupil's participation in physical activities during their 15 minute morning playtime and their 30 minute lunch playtime / after school clubs	The following after school clubs were chosen on the basis that we don't have the expertise or equipment to offer them within school: Karate delivered by Sheffield Dragons, Wednesday 12th January – 9th February, 5 weeks. (Max 16 participants)	£240 £125	Children had access to a wider range of physical activities, including those which promoted engagement from children who hadn't previously accessed after school activities.	Following a successful bid application for Lottery funding, the cost of similar after school sports activities will be covered from September 2022.

	Circus Skills delivered by Green Top, Tuesday 8th March – 5th April, 5 weeks. (Max 20 participants)	£175		
	Street Dance delivered by Rise Dance, Wednesday 9th March – 6th April, 5 weeks. (Max 20 participants)	£250		
	Mini Trampolines delivered by Live and Learn Sports, Tuesday 3rd May – 24th May, 4 weeks. (Max 20 participants)			

Key indicator 3: Increased confidence, knowledge and skills of all staff in teaching PE and sport				Percentage of total allocation:
				38%
Int ent	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:
Invest in CPD that aims to address staff motivations and relationships with physical activity rather than simply upskilling staff in technical aspects of traditional sporting activities.	Rotherham United w/c 28 th Feb for 6 weeks, 1 member of staff: Thursday – 1-3pm – Supported PE (1 class Y5, 1 class Y3/4) Friday – 1-2pm – EYFS supported PE 2-3pm – Y6 Joy of Moving	£900 (£150 per week for 6 weeks)	As a result of increased confidence and knowledgeable support, pupils, irrespective of their special educational needs and disabilities made excellent progress in line with their prior learning and ability.	The subject leader will be allocated on-going staff meeting time once per month; together with slots in professional development days to ensure all staff are kept up to date and that new staff are brought up to speed. The cost of the Apprentice will be subsumed by JMAT, so the provision will remain irrespective of future Sport Premium funding.
	Employed an Apprentice to work alongside staff to address staff motivations and relationships with physical activity.	£2000 (half of overall cost).		
To increase the range of creative / adapted sporting activities and events to extend and widen the range of opportunities for pupils to take part in high quality PE and Sport.	Purchase of Amaven Real PE training for all staff.	£1995 Real PE training £924 Amaven	As above this impacted right across the curriculum as their confidence and self-belief developed and grew.	As a re-subscribing school, the cost of Real PE will be reduced making it more sustainable. Moving forward, because Real PE also offers a progressive Scheme of Work, the costs could be consumed within the curriculum budget.
Invest in CPD that builds confidence in EYFS staff to deliver cross curricular outdoor lessons	EYFS staff participated in a suite of training:	£600	EYFS staff are increasingly confident in ensuring requirements are met and, as a	The EYFS leader will continue to work closely with LSAs and they will be included in staff meetings

activities along with finding ways to make being outdoors this winter more practical e.g. investing in footwear storage, waterproof clothing and boiler suits etc.	<p>Part 1: Making the Most of Continuous Provision in the EYFS</p> <p>Part 2: How to Build on Children's Interests</p> <p>Part 3: How to Secure Effective Interactions</p>		result, all pupils are encouraged to challenge themselves physically through the outdoor environment.	and professional development days with the focus being on effective use of the outdoor environment.
Joined afPE (School Membership) to ensure access to specialist and expert support, thus keeping the school fully up to date.	Accessed membership information on afPE website and spoke to Simon Leach to ascertain relevant information regarding cost/benefits/etc	£100 for afPE membership	Due to the wide ranging expertise within afPE which is readily available to members, all pupils benefitted from knowledgeable and confident staff who are now kept up to date with all developments.	<p>Membership will be renewed each year from the school budget if PE and Sport funding is discontinued.</p> <p>The subject leader will ensure that staff are kept up-to-date through staff meetings and dissemination of information that is readily available on the afPE website.</p>

Key indicator 5: Increased participation in competitive sport				Percentage of total allocation:
				16%
School focus with clarity on intended impact on pupils:	Actions to achieve:	Funding allocated:	Evidence and impact:	Sustainability and suggested next steps:
All pupils to take part in team competition events and activities.	<p>Develop Team – Intra competition opportunities for all pupils</p> <p>PE subject lead to arrange for pupils to access all suitable events in the School Games Calendar</p> <p>Competitive athletics and sporting activities to be included in the PE curriculum as part of preparation for the whole school sports day.</p>	£1100 to cover the cost of transport to and from the events.	A number of school games accessed. More scheduled but due to COVID19 unable to complete.	The cost of attending these events relates mainly to transport. In order to make this more sustainable, it would be useful if more activities to be held within walking distance.

Signed off by	
Head Teacher:	A Krabbendam
Date:	13.6.22
Subject Leader:	J Key
Date:	13.6.22
Governor:	Full Governing Board (Compliance Matters 6.1b)
Date:	4.7.22