

# Evidencing the impact of the Primary PE and sport premium

Website Reporting Tool

Revised May 2021



Commissioned by the  
Department for Education

Created by



It is important that your grant is used effectively and based on school need. The [Education Inspection Framework](#) (Ofsted 2019 p64) 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 criteria](#) (p41) inspectors consider the extent to which schools can articulate their curriculum (INTENT), construct their curriculum (IMPLEMENTATION) and demonstrate the outcomes which result (IMPACT).

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 by the end of the summer term or by **31<sup>st</sup> July 2021** at the latest.

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 31<sup>st</sup> July 2021. To see an example of how to complete the table please click [HERE](#).



Support for review and reflection - considering the 5 key indicators from DfE, what development needs are a priority for your setting and your pupils now and why? Use the space below to reflect on previous spend and key achievements and areas for development.

Please note: Although there has been considerable disruption in 2020 it is important that you publish details on your website of how you spend the funding - this is a legal requirement.

N.B. In this section you should refer to any adjustments you might have made due to Covid-19 and how these will influence further improvement.

Key achievements to date until July 2022:	Areas for further improvement and baseline evidence of need:
<ul style="list-style-type: none"> <li>● Specialist Sport Coaches to support the teaching of different sports across school and for all children (Sept 21 – Jan 22 + April 22-July 22).</li> <li>● Implementation of ‘Stormbreak’ as a way for children to use movement and physical activity to support mental health.</li> <li>● Physical activities implemented during wellbeing week led by yoga coach, netball coach and qualified PT to reiterate the importance of physical activities and team work.</li> <li>● Termly House Sports Events</li> <li>● Play leaders used at lunch time</li> <li>● Provided a range of sporting activities across the curriculum allowing for good opportunities for children.</li> <li>● Use of school games partnership to provide children with specialised coached.</li> <li>● Return of Specialist PE teacher to upskill staff in different areas of teaching PE (Jan – April 22)</li> <li>● The return of Extra-Curricula Sports Clubs</li> <li>● Inclusive tag rugby club</li> <li>● Gold sports mark awarded.</li> <li>● Commonwealth Games athlete leading a sponsorship event with all children across the school.</li> <li>● A very successful sports day allowing children to partake in a range of sports whilst spectators were present.</li> </ul>	<ul style="list-style-type: none"> <li>● To observe and team teach PE lessons following the new scheme of work to ensure all member of staff are confident.</li> <li>● To provide frequent PE training and support from the new PE scheme of work used.</li> <li>● To begin to provide a wide range of extra-curricular sporting activities and clubs during lunchtime and afterschool.</li> <li>● To provide further leadership opportunities for children across the school with PE and allowing them an opportunity to fulfil their role.</li> <li>● To continue to provide pupil premium and SEN children with more opportunities.</li> </ul>

<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 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 2022.</p> <p>Please see note above.</p>	89%
<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>	93%
<p><b>What percentage of your current Year 6 cohort perform safe self-rescue in different water-based situations?</b></p>	84%
<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>	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: £21,618.63		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:
Increasing activity outside of PE lesson and playtime.	<p>Sports captains to continue logging daily mile participation for their class and also any other physical activity completed in the classroom.</p> <p>Sharing good practise of good ideas for physical activity breaks in the classroom.</p> <p>For teachers to complete a physical activity tracker each term. Class teacher and PE teacher to guide less active pupils with ways to become more active.</p> <p>Play leaders to run and deliver sporting activities to children throughout lunch. This will keep motivation of play leaders and new children joining in.</p>		N/A	<p>Participation in the daily mile has increased, with many classes completing the Daily Mile regularly. Children enjoy partaking in the daily mile and enjoy completing it as a class often asking to do it. It has encouraged the less active children, especially after lockdown, and has encouraged children to try and beat their time to increase speed and fitness.</p> <p>Children have enjoyed the daily mile challenges that have been implemented throughout the year (Commonwealth games theme)</p>	<p>Continue to get the sports captains to log when they are going and continue to encourage teachers to complete the daily mile every day with their class (being role models). Monitor those classes who are perhaps not as active and encourage them.</p> <p>Continue to monitor the impact of the activity tracker and ensure staff understand the importance of why to log onto the activity tracker.</p> <p>Delivery any play leader training where possible to new leaders.</p>

<p>For all teaching staff to recognise pupils with low activity levels.</p>	<p>For teachers to complete a physical activity tracker each term. Class teacher and PE teacher to guide less active pupils with ways to become more active.</p> <p>Leaflets and club details provided to parents of opportunities within the local area and signposted on a PE Notice Board.</p>		<p>PE leads created a time table at the beginning of the year to ensure that everyone could have 2 timetabled slots of PE a week. Staff have used the slots well and pupils seem to enjoy PE at our school.</p>	<p>Play leaders to monitor the number of participants and PE lead to monitor this to target less active year groups. To use the activity tracker to support this.</p> <p>Continue to monitor next year and ensure new staff understand the expectations of PE.</p>
<p>To offer opportunities for all pupils to stay active within lunch breaks.</p>	<p>Some funding towards any new play leader equipment needed. Play leaders wear high visibility jackets around the school for pupils to know who they are and where they can go to get involved in more sport.</p> <p>Play leaders to keep a log of numbers of participants and PE lead to monitor this to target less active year groups.</p> <p>Old PE equipment transferred into playtime/lunch time equipment.</p>	<p>£555.02</p>	<p>Children have access to a variety of different equipment's and activities to play with and have enjoyed learning new games.</p> <p>Children have the option to practice sports they take part in during PE and play with new equipment – eg rugby balls.</p>	<p>Continue to review resources and update where necessary.</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:
Leadership opportunities for all children in KS1 and KS2.	<p>PE Leads and sports captains/council to regularly update the hall sports display.</p> <p>A sports council for Upper KS2 to be utilised across the year, including in a mentoring programme.</p> <p>More designated responsibilities required and more allocated time for meetings.</p> <p>Play leader training to be offered to Upper KS2 pupils.</p>		<p>Children are aware of the schools sporting achievements and are keen to partake in events and want to represent the school.</p>	<p>Sports Captains to have more responsibility around the school and for there to be weekly meetings with them together.</p>
Guidance to increase physical activity and sport outside of school.	<p>Fliers and letters about local sports club training for children to attend and other community sports events sent to parents.</p> <p>Noticeboard to be updated termly by PE lead with competition photos and updates in PE.</p>			<p>To continue to ensure teachers and staff are making the connections between wellbeing and being physically active.</p>
Increase wellbeing for pupils.	<p>Stormbreak used to emphasise the importance of movement to shape and support mental health.</p> <p>Long term plan visible to parents on website.</p> <p>Overview of sporting achievements and</p>		<p>During wellbeing week, we looked at the 5 ways to wellbeing. One of them is keeping active. During this day, teachers spoke to children about how wellbeing and being physical active can help our</p>	<p>Start-up sporting stars again with the class teacher choosing someone each week where they get a certificate. Photo taken and displayed on the board for children to see.</p>





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:
Promoting high quality planning and delivery of PE lessons and opportunities for innovative ways to within PESPPA.	Autumn learning walk and termly drop ins by PE lead to continue to monitor and record progress and improvement in PE lessons. Class teachers to continue to be open minded and enthusiastic about PE lessons.  AfPE Safe Practice Guidance book purchased to support safety in lessons.  Ensure suitable PE equipment is provided and available to staff to enable lessons to be taught to the best of their ability.	£429.13       £8042.49	Constructive feedback given to teachers from drop ins and learning walks have allowed for open discussions and support within lessons.    Children have been able to experience different sports during PE lessons with the appropriate equipment eg handball/dodgeball.	PE lead to continue to support teachers with their teaching of PE lessons.       Work alongside coaching company with long term plan to ensure they are providing specific coaches for particular sports.
Specialist PE teacher to team teach with class teacher to delivery high quality lessons whilst up-leveilling staff.	PE teacher working alongside class teacher to up-level and increase confidence in delivering different sports once returning from maternity cover.	£10,280	Pupils have benefited from have a specialist PE teacher for 1 session a week. It provided a higher standard of subject knowledge being delivered and increased confidence among staff.	
PE coaches to work alongside class teacher to deliver activities linked to PE curriculum.	Specialist coaches to support teaching staff with their PE lessons 1 day a week.		Teachers able to implement what they have seen within coach led session into their teacher led PE lesson.	

<p>Provide opportunities to receive high quality CPD to enhance the teaching of PE</p>	<p>Allocated time before new academic year starts and then 1 after school slot per term to deliver CPD to teaching staff.</p>	<p>£85</p>	<p>Specialist coaches have provided opportunities to many children, offering them ago at new sports and having expert knowledge in that sport.</p> <p>Staff benefitted from specific PE time during staff meetings to discuss the teaching of PE lessons and upcoming house events. Time allowed teachers to discuss with year group and key stage partners and ask any relevant questions.</p>	<p>Attend conference next 2022/23 to continue increasing knowledge and opportunities in PESSPA for the school. Continue to share any ideas from conferences with staff members.</p>
<p>Increase available resources to support teachers with the planning and delivery of their PE lessons including a PE iPad and AFPE safety guidance.</p> <p>To ensure there is a broad curriculum coverage for children to progress.</p>	<p>Attend PE conference to continue increasing knowledge and opportunities in PESSPA for the school. Continue sharing and implementing ideas from the conference with teaching staff.</p> <p>Use an allocated part of funding to renew Complete PE. This will add to resources and offer staff and the school more support with lessons and assessment.</p> <p>PE lead to monitor medium term planning more closely.</p>	<p>£105</p>	<p>PE Lead has gained further knowledge from attending the conference, watching relevant workshops linked to increasing physical activity, how to correctly fill out relevant documents, news linked to COVID 19, as well as many useful resources surrounding teaching and learning, as well as what makes a high quality PE lesson.</p> <p>Complete PE has been brought and staff have been given CPD opportunities to understand how to best use the resource.</p> <p>Planning has been monitored against the long term plan. Missed learning has been identified from COVID 19. This also identified where staff members were not following the long term plans. Planning was then given</p>	<p>Staff members continue to use Complete PE and begin to understand the provided use to assessment.</p> <p>Continue to monitor long term plan and if teachers are following. Link long term plan and LO's with coaches.</p>

			to staff members to be put into folders and used from Complete PE.	
<b>Key indicator 4: Broader experience of a range of sports and activities offered to all pupils</b>				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:
Increase opportunities for children to experience a new variety of different sports and activities and know how to access them outside of school.	<p>PE coaches providing lunch time and after school clubs to a range of different year groups.</p> <p>Develop link with nearby school to increase coaching opportunities.</p> <p>PE lead to use contacts provided and other links to local clubs to increase the amount of specialist coaching within lessons on an annual basis.</p> <p>First week after October half term to be allocated to well-being week.</p> <p>PE leads to organise a selection of activities with class teachers to be delivered throughout the week. More variety needed and more activities throughout the week.</p> <p>Continue to monitor PP attendance to</p>	See above	<p>Specialist coaches have enabled children to try out new sports which they may not have had the opportunity to try in the past.</p> <p>PE Lead is already in contact with coaching company for September.</p> <p>We have had a governor offer netball sessions once a week to our year 5/6 pupils. This has had many children attend in the summer term with new equipment paid for by PTA.</p> <p>Wellbeing week was successful introducing children to new healthy experiences and alternative ways of exercising by being offered a yoga sessions with meditation. Many children felt that the session helped their wellbeing and many teachers</p>	<p>PE Lead to contact local sport clubs to increase volunteer running of clubs.</p> <p>Develop link with nearby school to increase coaching opportunities.</p> <p>Find out if any parents have are able to offer coaching or support with clubs, so numbers can increase.</p> <p>Look into whether PP children can be funded to attend any paid for sports clubs..</p> <p>To make wellbeing week and yearly occurrence. PE Leads to</p>

<p>To educate children about alternative ways of exercising and the benefits these have on well-being (Healthy body, Healthy mind).</p> <p>Targeting disadvantaged children to have equal opportunity. (Increase inclusiveness).</p>	<p>clubs (when recommended) and competitions.</p> <p>Teachers record the attendance of sporting clubs and opportunities of the children in their class and relay this back to PE lead. This information is then used when organising sporting fixtures.</p>		<p>have continued with yoga/meditation in the classroom. During this week, we also launched the Daily Mile again, having a push on this through assembly and giving out extra resources to teachers.</p> <p>More disadvantaged children have participated in different sporting fixtures and have had the opportunity to attend matches outside of school.</p>	<p>continue to build on offering the children alternative ways of exercising and have a wider variety of activities throughout the week.</p> <p>Regularly update the PE board with information regarding the importance of PE and ways to stay physically active.</p> <p>Continue to monitor the children who attend sporting fixtures.</p>
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Key indicator 5: Increased participation in competitive sport				Percentage of total allocation:
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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:
To organise regular inter and intra house sport competitions and virtual competitions and providing opportunities for leaders to organise competitive sport.	<p>Continue to use the sports captains to lead sports house events when possible.</p> <p>Sports captains to take more responsibilities with clubs and UKS2 sports captains to assist in lower year group clubs in correlation to guidelines.</p> <p>Continue the BSP Platinum membership so we have access to any competitions and other opportunities.</p>	<p>£950 (2021/2022)</p> <p>£950 + £500</p> <p>Platinum package</p>	<p>PE Leads and captains have supported. We gave them the opportunity to help run House events and sports day where they were responsible for noting down where everyone came.</p> <p>We have participated in a number of different competitions throughout the year</p> <p>Events Entered:</p> <ul style="list-style-type: none"> <li>• Football</li> <li>• Handball</li> <li>• Quick sticks</li> <li>• Gymnastics</li> <li>• Athletics</li> <li>• Netball</li> <li>•</li> </ul> <p>Children in Y5 and Y6 have taken part in netball club afterschool and have been a part of a summer league.</p>	<p>Continue to use the sports captains to lead sports house events when possible.</p> <p>Sports captains to take more responsibilities with clubs and UKS2 sports captains to assist in lower year group clubs in correlation to guidelines.</p> <p>Continue to enter events in line with the guidelines and school policy. Request with SGO for more competitive events for KS1 children to take part in.</p>
For all year groups to have competitive opportunities in sport.	<p>Increase more friendly opportunities for lower year groups in football and year 5/6 netball.</p> <p>Request with SGO more competitive and non-competitive events for years 1-4.</p>			Contact SGO about organising a friendly league for football and netball for Autumn term.

<p>To communicate effectively with parents and all teaching staff to ensure competitive sport can be encouraged by all adults involved in children's lives.</p>	<p>Ensure parents are fully informed about football trials and numbers of allocated spaces within the KAS club.</p> <p>A dedicated PESSPA board outside the staffroom for PE teacher and lead to update and keep staff informed.</p> <p>When possible, PE leads to ensure timetable of clubs for each term and year group are visible to staff, pupils and parents, in school, newsletter and website.</p> <p>Regular updates in the school newsletter about competitive sport happening within the school.</p>		<p>Parents have been informed about clubs happening at school through communication from the school office. They have been allocated spaces at the different clubs on offer.</p> <p>Paid Clubs offered:</p> <ul style="list-style-type: none"> <li>• KAS Multi Sport Rec – Y6</li> <li>• Soccer Development – Rec – Y2</li> <li>• Tennis – all year groups</li> <li>• KAS Cricket Club – Y5 + 6</li> <li>• Gary Hart Football – KS2</li> <li>• Karate – all year groups</li> <li>• KAS Football – Y5 + Y6</li> </ul> <p>The timetable of events has been clearly communicated with parents. This has allowed children to take part in sports that they enjoy and try some new sports out. Any additional clubs which have been happening or summer clubs has been communicated on the newsletter or a flyer has been sent round to children.</p> <p>Throughout the year, there has been regular updates in the newsletter about sporting events with pictures and a small paragraph describing what has happened.</p>	<p>To continue to inform parents successful through communication with the office.</p> <p>Create an additional PE display board in the sports hall with key vocabulary and future events.</p> <p>PE Lead to communicate with staff about clubs which are being offered and when they are happening.</p>
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Signed off by	
Head Teacher:	J.Tanner

Date:	31/07/2022
Subject Leader:	E.Kavanagh
Date:	31.07.2022
Governor:	
Date:	