

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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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	£16,212
How much (if any) do you intend to carry over from this total fund into 2021/22?	£0
Total amount allocated for 2021/22	£16,129
Total amount of funding for 2021/22. To be spent and reported on by 31st July 2022.	£16,129

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>	100%
<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>	100%
<p>What percentage of your current Year 6 cohort perform safe self-rescue in different water-based situations?</p>	100%
<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

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:		
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:		Evidence of impact: what do pupils now know and what can they now do? What has changed?:	Sustainability and suggested next steps:
Address the high levels of anxiety that exists post-COVID and improve fundamental skills such as positive movement & controlled breathing.	Introduce a range of mindfulness activities to promote mental wellbeing, including a bespoke yoga programme delivered by a specialised practitioner and activities at substation, including climbing etc.		£473.00 (yoga) £2025.00 (substation)	Utilise PE Passport Modules and Cosmic Yoga so children can continue mindfulness activities in school
Encourage all children to participate in regular, daily physical exercise	Introduce daily exercise and physical activity (including daily mile, active lunchtimes etc)		All children participating in at least 60 minutes of physical activity a day, including the daily mile. This has resulted in increased stamina with some children running the mile, as oppose to walking. Children	Introduce daily challenges and review equipment for lunchtimes to ensure that all children can access a variety of different games/sports

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:
To provide the children with a wide range of opportunities in actively participating, organising, coaching & officiating sport. To invite local clubs to work with the children to strengthen school/club links.	Tag Rugby with Sale Sharks	£950.00	Children competed in tag rugby and developed leadership and teamwork skills in the process with links to an Active Maths programme (Scrumbers) Assessments for children show improvement in skills for 100% of children and 80% met or exceeded age level expectations.	Continue to work with Sale Sharks, Cheshire Cricket and The FA in 2022/23
	Cricket with Cheshire Cricket	£240.00	All KS1 and KS2 have completed in cricket lessons and assessments show that they have developed and improved their striking and fielding skills. 95% met or exceeded age level expectations.	
	Mini Whistlers – refereeing and respect training with The FA at Kettleshulme	£150.00	Children attended training with The FA on the importance of refereeing. Children then applied these skills in a practical environment and improved their knowledge of the Laws of the Game.	

Key indicator 3: Increased confidence, knowledge and skills of all staff in teaching PE and 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 work with specialisesd sports coaches to provide a comprehensive CPD programme to improve staff confidence.	<p>Kickstart to deliver weekly PE lessons</p> <p>Lesson plans which highlight Team-teaching, observations, Teacher feedback.</p> <p>Staff Meetings where PE is discussed and CPD opportunities shared</p> <p>Lesson plans show a broader PE curriculum with access to non-traditional sports.</p> <p>Lesson observations which show improvement in PE delivery from teaching staff.</p>	£2992.50	<p>Staff participated in CPD by team teaching and delivering lessons with specialist coaches. 100% of staff reported an increase in confidence in delivering these subject areas within PE.</p> <p>Staff reporting that they feel more confident delivering PE as a result of CPD: 2021/22 – 100% reported increased confidence</p> <p>In addition, lesson observations are reflecting positively on PE delivery with staff addressing common areas for development.</p>	Continue to invest in CPD and due to the increasing amount of children with SEND look at a focus on inclusion CPD in 2022/23.
To implement PE Passport so that staff can have access to high quality planning resources and co-plan with coaches for gymnastics units of work.	PE Passport is now used across school and leaders and teachers have access to pupil progress data and high quality PE lesson plans.	£299.00	This tool is now used across school and teachers are more informed as to pupil progress.	Continue to utilise PE Passport to support the implementation of the PE curriculum
To provide opportunities for staff to attend CPD with a forest school specialist so that the OAA unit of work can be delivered to a high standard for all children.	Staff have attended Forest School and are now more confident in areas such as orienteering.	£2640.00	Teachers more confident in OAA	Continue to provide children with a high quality OAA experience.
			Staff member has delivered	

To provide opportunities for a staff member to work to upskill knowledge and skills in the teaching of PE and become a gymnastics specialist.	Staff member completed CPD and delivered Gymnastics PE Teaching across school.	£2696.60	gymnastics across school and pupil progress data is strong in this area of the PE Curriculum.	Use the gymnastics specialist to share her skills and knowledge across the staff team
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:
Provide all children with the opportunity to attend extracurricular clubs	Afterschool clubs delivered and offered on a weekly basis to all children. A wide range of clubs have been delivered including multiskills, cricket, tag rugby, athletics and handball.	£1023.75	All children have had access to free extracurricular clubs during the school year	Continue this offer in 2022/23
Pupils provided with enrichment activities in order to enrich the Curriculum offer	Dance Enrichment delivered	£130.00	All children had access to dance enrichment	Widen the number of enrichment days in 2022/23 and look at offering an SEND focus – activities such as fencing for example.

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:
To work with other local small schools to provide a range of competitions for the children so that the profile of PESSPA is raised so that every child in KS2 has the opportunity to represent school.	Small schools football & cricket	£500.00	Children in KS2 represented school in a small sided football and cricket competition.	Increase the number of small sided competitions in 2022/23 and look at events for EYFS and KS1.

Signed off by	
Head Teacher:	<i>J Bromley</i>
Date:	20.6.22
Subject Leader:	<i>J Bromley</i>
Date:	20.6.22
Governor:	<i>L Walters</i>
Date:	21.6.22