

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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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	£0
How much (if any) do you intend to carry over from this total fund into 2021/22?	£0
Total amount allocated for 2021/22	£0
Total amount of funding for 2021/22. To be spent and reported on by 31st July 2022.	£19324

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>	77 %
<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>	77 %
<p>What percentage of your current Year 6 cohort perform safe self-rescue in different water-based situations?</p>	77 %
<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:	
				85 %	
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?:	
Breakfast and lunchtime clubs provide opportunities for a greater number of children to participate in daily sport	Premier Sports to provide support and coaching during lunchtime and after school clubs	£2,500 lunchtime £1,100 afterschool	100% of pupil premium children took up the option to be involved in a physical activity. Some of those children had been completely inactive since the pandemic and had been targeted for Healthy lifestyle support.	Pupil premium lead to continue to target physical opportunities. Sports lead to track levels of engagement with all cohorts to ensure that an additional 45 mins of physical activity comes from activities beyond the curriculum	
Break and lunchtime games to be provided to encourage more physical activity	Equipment to be purchased in consultation with School Council. PE lead to work alongside lunchtime supervisors to 'zone' the playground out into different areas and play games/different sports with the children	£1,500	Jelly Beans and Sport's leaders were re-introduced back onto KS1 and KS2 as most of the equipment had broken the equipment supported the development of physical activity games such as running races, Athletics led by playground leaders. These proved popular with KS1 children.	Consult Youth Sport Trust and Aylesbury Grammar School/ Henry Floyd to determine if there is scope for the Primary Sports' Leaders Award	

<p>Fixed equipment to be purchased to enhance play, lunchtime in KS2.</p>	<p>PE lead to work alongside school council to gain pupil voice as to the equipment they would like PE lead to gain 3 different quotes for equipment and discuss with PE governor</p>	<p>£6,200</p>	<p>All equipment purchased to facilitate the Get Set 4 PE programme. This has ensured that teachers have been able to deliver the Get Set 4 PE programme. Some of this proved popular and led to playground leaders designing similar games so additional equipment was purchased for the playground leaders.</p>	<p>PE lead to continue to monitor equipment ensuring that playground leaders only use the equipment which has been purchased for them!</p>
<p>Opportunity for all children in Year 6 to be able to swim the required length for their safety</p>	<p>Following assessment of children's swimming skills, targeted children from year 6, 5 and 4 will be taken swimming to catch up on lost lessons due to the pandemic</p>	<p>£5,000</p>	<p>Due to transfer of Green Park the school was unable to access swimming until Easter./ A new venue was found and the school targeted Year 4 and 5 swimmers. 100% of these children had access to school swimming for a term and half. Further opportunities have been put in. There was a significant rise in the cost of coaches which the school off-set. 2 level 2 trained teachers supported the swimming.</p>	<p>Use Sports premium (12,000) to offset coach costs to ensure that ALL children meet national curriculum requirements. Use Sports premium to train new teachers. Sign up to the Swim England Charter (36).</p>

Key indicator 2: The profile of PESSPA being raised across the school as a tool for whole school improvement				Percentage of total allocation:
				14 %
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:
PE leader to liaise with Geography leader to enhance learning through the outdoor area	PE and Geography subject leaders to investigate CPD opportunities to enhance LOtC. PE lead to conduct a resource audit to support LOtC for PE.	£500	Due to covid the course was cancelled but has been rolled over to next academic year. Opportunities for orienteering were explored. Year 5 pupils had an orienteering afternoon as part of the Year 5 Camp. Pupils report enjoying the event.	Orienteering needs to become an embedded part of the geography curriculum to ensure that children have opportunities for map reading.
Greater number of disadvantaged and SEND children accessing wider opportunities and clubs in PE	Lunchtime and breakfast clubs offered to all children. Opportunities for different sports is rotated	See KI1 for funding	See above	See above
Formative assessment shows limited gaps in gender difference with children working at ARE and GDS	Time in staff training to discuss how to effectively use assessment for PE. GetSet4PE resources to be used to support assessment. PE lead to work alongside staff (following staff audit) to support assessment in PE.	No cost – further costs were incurred.	The PE lead has been given 3 days release to look at opportunities for assessment. This has resulted in teachers having a clearer understanding of how to record PE lessons to make judgements post lessons. The PE lead has also had time to look at GetSET4PE assessment opportunities and has reviewed these alongside the SLT to ensure progression and understanding of ARE. Further release was given to allow the PE lead to work alongside an external	PE lead to carry out deep dive in PE. PE lead to lead staff training on making assessment judgements based on te assessment criteria contained within the GetSet4PE programme.

			consultant to look at assessment within PE. Reports have been given to the Governing body.	
Following COVID, re-establish links with local sports networks	PE lead to use Stoke Mandeville partnership to liaise with other schools to increase competition opportunities PE lead to ensure that communication from partnership is disseminated out to staff	£2100 Stoke Mandeville £115 PE federation	85% of pupils had the opportunities to take part in competitive PE: Year 1 games; Year 2 games; Year 3 Games; Year 4 Girls Football; Year 5 Dodgeball and Cricket; Year 6 Cricket; Netball Team. Unfortunately, due to transport costs Year 6 were unable to attend the Year 6 Games.	Continue to ensure that the school works towards Teams being involved in inter-schools sports. Begin to introduce intra-schools sports competitions.
Build links with feeder secondary school to provide additional opportunities	Increased pupil participation in competitive activities CPD opportunities for PE leader to work alongside other PE colleagues	No cost – transport costs were incurred.	See above	See above.

Key indicator 3: Increased confidence, knowledge and skills of all staff in teaching PE and sport				Percentage of total allocation:
				1 %
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 participation from TAs and other adults involved in PE lessons	Increase confidence and upskill staff through continued subscription to GetSet4PE	£350	A well planned sequenced curriculum is offered to all pupils and all pupils partake in PE. Staff are also more confident to deliver PE lessons.	Continue to budget for GetSet4PE
Staff's confidence in teaching PE will increase	PE lead to assess skills and staff confidence in teaching high quality PE lessons. PE lead to investigate CPD opportunities for staff	No cost	See above.	
Key indicator 4: Broader experience of a range of sports and activities offered to all pupils				Percentage of total allocation:
				0%
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:
Lunchtime and breakfast clubs offer a variety of sports throughout the year	Lunchtime and breakfast clubs offered to all children. Opportunities for different sports is rotated	See KI1 for funding	See above	
Continue to subscribe to Stoke Mandeville liaison group so that our children can compete with other schools.	PE lead to ensure children are given every opportunity for range of sports through liaising with Stoke Mandeville partnership and local PE leads	See KI2 for funding	See above.	

Created by:  **association for Physical Education**  **Active Partnerships**  **YOUTH SPORT TRUST**

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Key indicator 5: Increased participation in competitive sport				Percentage of total allocation:
				0 %
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:
Following COVID, re-establish links with local sports networks	PE lead to ensure children are given every opportunity for range of sports through liaising with Stoke Mandeville partnership and local PE leads Continue to subscribe to Stoke Mandeville liaison group so that our children can compete with other schools.	See K12 for funding	See above	
Build links with feeder secondary school to provide additional opportunities	Increased pupil participation in competitive activities CPD opportunities for PE leader to work alongside other PE colleagues	No cost.	See above	

Signed off by	
Head Teacher:	
Date:	
Subject Leader:	
Date:	
Governor:	

Date: