

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](https://www.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.

How much (if any) do you intend to carry over from this total fund into 2021/22?	£664
Total amount allocated for 2021/22	£17,700
Total amount of funding for 2021/22. To be spent and reported on by 31st July 2022.	£18,364
Total amount actually spent	£18,450

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 spent:	
			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:
Encourage development of fine and gross motor skills	Purchase a range of equipment including bean bags, coloured spots and inflatable balls.	£60	Children demonstrating a wide range of skills both in lessons and when exploring outdoor areas at break and lunch times.	Resource stock-take linked to Target Skills and Invasion Games.

Key indicator 2: The profile of PESSPA being raised across the school as a tool for whole school improvement				Percentage of total spent:
				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?:	Sustainability and suggested next steps:
Encourage children to practise, extend and embed skills at a range of intra and inter school competitions.	Engage with CSET sports partnership to provide opportunities such as: <ul style="list-style-type: none"> • Training for PE lead and other staff • Increased opportunities for children to compete at intra and inter-school level. 	£2,500 (split between the remaining 4 indicators)	Children had opportunities to learn new archery skills through CSET run sessions. Children represented the school in a range of sports: Infant Agility, Multi-Skills Festival, Target Festival, Striking Festival, SAQ Festival, CommonWealth Games Dance Festival, Reception Festivals. Gold Kitemark Award achieved	Continue with CSET partnership and take advantage of all that is offered by CSET. Continue to work closely with other local infant schools within the partnership.
Promote and maintain high standards and safe practice in PE, school sport and physical activity	Membership of the PE Association	£85	Quality assured resources and services and professional support provided for all members	Renew membership
Develop fine and gross motor skills in order to ensure rapid progression in the moving and handling ELG in preparation for KS1. Break times to have an additional adult who runs games to develop and consolidate skills.	TA providing outdoor support role/motor skill intervention	£15,000	88% of pupils achieved their ELG in moving and handling. 86% of YR achieved the statement: Experiments with different ways of moving	Continue with provision in order to increase the number of children achieving their ELG in moving and handling/different ways of moving

Key indicator 3: Increased confidence, knowledge and skills of all staff in teaching PE and sport				Percentage of total spent:
				7%
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 teachers confidence and competence to teach Gymnastics	<p>Model gymnastics lessons provided by CSET sports partnership</p> <p>Purchase Val Saben Gymnastics scheme of work for EYFS and KS1</p>	<p>Inc. in Sports Partnership subscription</p> <p>£235</p>	<p>Unable to secure dates for Gymnastics CPD</p> <p>New gymnastics Scheme of Work (Val Saben) purchased and trialled during this academic year. Children can travel in a variety of ways, put together short sequences of movements and can demonstrate a soft landing when jumping.</p>	<p>Ensure that all KS1 staff and EYFS HLTA receive Gymnastics CPD through CSET in the next academic year.</p> <p>Embed Val Saben gymnastics throughout the school. New staff to observe AC teaching KS1 gymnastics (in person or through Iris).</p>
Increase teachers confidence and competence to teach Dance	<p>Model Dance lessons provided by CSET sports partnership (Deb Morris)</p> <p>Purchase Val Saben Dance scheme of work for EYFS and KS1</p>	<p>Inc. in Sports Partnership subscription</p> <p>£235</p>	<p>All Year 1 teachers received Dance CPD linked to Common Wealth Games Dance Festival.</p> <p>30 Y1 children represented the school at the dance festival, showcasing their African themed dance.</p> <p>A new Dance scheme of work (Val Saben) has been purchased to increase confidence with the teaching of dance.</p>	<p>New staff to receive Dance CPD with Deb Morris.</p> <p>Children to take part in next year's inter-school dance festival.</p> <p>Introduce and embed the new Val Saben scheme of work.</p>

Increase PE coordinators understanding of how best to develop PE and sport for the next academic year. To have an increased understanding of the Sports Premium and how best to utilise our funding.	PE coordinator to have 1:1 sessions with Ross Newman.	£200	PE coordinator to produce medium term overviews of all units of PE for KS1 staff. Key skills, knowledge and vocab to be included, as well as those from previous/next year groups. Clear outlines of how to adapt teaching to ensure inclusive practice.	Medium term overviews to be completed by PE coordinator.
Key indicator 4: Broader experience of a range of sports and activities offered to all pupils				Percentage of total spent: 3%
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 children with opportunities to experience new sports	Engage with CSET sports partnership to provide Archery taster sessions for all KS1 pupils	Inc. in Sports Partnership subscription	All KS1 children received archery taster sessions provided by CSET	Continue with CSET partnership and take advantage of the 10 coaching hours provided

Key indicator 5: Increased participation in competitive sport				Percentage of total spent:
				4%
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:
Encourage children to practise, extend and embed skills at a range of intra and inter school competitions.	Engage with CSET sports partnership to provide opportunities for children to compete at intra and inter-school level. To provide transport to inter-school competitions that take place within the school day.	Inc. in Sports Partnership subscription £135	Children represented the school in a range of sports: Infant Agility, Multi-Skills Festival, Target Festival, Striking Festival, SAQ Festival, Common Wealth Games Dance Festival, Reception Festivals.	Continue with CSET partnership and take advantage of inter-school competitions on offer. Re-establish end of unit intra competitions.

Signed off by	
Head Teacher:	Mrs Howells
Date:	Sept 2021
Subject Leader:	Mrs Curry
te:	Sept 2021
Governor:	Andy Watson
Date:	Sept 2021