

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](#).

Created by:



Supported by:



Details with regard to funding

Please complete the table below.

Total amount carried over from 2019/20	£600
Total amount allocated for 2020/21	£16,450
How much (if any) do you intend to carry over from this total fund into 2021/22?	£11,290
Total amount allocated for 2021/22	£16,450
Total amount of funding for 2021/22. To be spent and reported on by 31st July 2022.	£20,120

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>	Swimming not yet part of curriculum R-Y3 children at school.
<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>	N/A - no Year 6 at school.
<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>	As above
<p>What percentage of your current Year 6 cohort perform safe self-rescue in different water-based situations?</p>	As above
<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: £20,120		Date Updated: 23/9/2021	
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: 25%
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: £5,100	Evidence of impact: what do pupils now know and what can they now do? What has changed?:	Sustainability and suggested next steps:
<p>Targeted physical activities provided to encourage least active children to become engaged and involved.</p> <p>Encourage active play during break times and lunchtimes. All children have a minimum of 30 minutes of outdoor play during lunchtime with, and 25 minutes of outdoor play throughout the day with a choice of structured sporting activities on a rota basis. School to ensure children are active for as long as possible during this time.</p> <p>Encourage attendance at sports clubs and activities by offering a variety of sports.</p> <p>Train up Play-leaders.</p>	<p>Establish a timetable for sporting activities for each year group, each day. Share this with BACT coaches and they provide the coaching.</p> <p>Deploy Teaching assistants at break and lunchtimes to lead activities.</p> <p>Train Play-leaders in Year 2 & 3 to help engage those who are otherwise reluctant to participate.</p> <p>Continue with after-school sports clubs in a variety of sports.</p>	<p>£2,600 for BACT lunchtime coaches</p> <p>£2000 TA costs</p> <p>£500 to train play leaders</p>	<p>Pupils on the playground are accessing active provision, as a result, pupils are provided with at least 30 minutes of active provision a day.</p> <p>Improvement in behaviour at lunchtimes, pupils are active and busy, being provided with a variety of options leading to reducing behaviour incidents.</p> <p>Pupil voice demonstrates that the children enjoy the sporting activities on offer at lunchtime.</p> <p>Dance activities at lunchtime and the and after school dance club is well attended.</p>	Continue to embed, monitor and evaluate impact of provision and levels of pupil engagement	

Trained Play-leaders encourage reluctant children to participate in a range of activity options.

Created by:



YOUTH
SPORT
TRUST

Supported by:



Key indicator 2: The profile of PESSPA being raised across the school as a tool for whole school improvement				Percentage of total allocation: 33%
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: £6, 600	Evidence of impact: what do pupils now know and what can they now do? What has changed?:	Sustainability and suggested next steps:
<p>More children involved in more inter-school and intra-year competitions.</p> <p>Development of intra-school competitions.</p> <p>Wider variety of after school clubs available to all children.</p> <p>Actively encourage pupils to take on leadership roles that support the delivery of sport and physical activity within the school.</p> <p>Encourage active travel to and from school.</p> <p>New playground equipment installed to ensure active engagement across the school and to improve gross</p>	<p>Building and improving confidence and social skills and teaching children how these can be applied in other areas of the curriculum.</p> <p>Enter more competitions and festivals which encourage inactive children to take part.</p> <p>Hold more sports events throughout the year for children to take part in within school.</p> <p>Dance, cricket, rounders, football, multi-skills, dodgeball.</p> <p>Participation in Staffordshire Travel wise project to encourage walking, scootering and cycling to and from school.</p>	<p>£600 towards transport costs for competitions</p> <p>£6,000 for agility equipment</p>	<p>Children have been given the opportunity to demonstrate school values through sporting activities.</p> <p>A new trim trail has been designed and purchased. Pupil voice contributed to the process - construction due Oct 22</p> <p>Playground markings have developed children's interactive play and pupil voice reflects high levels of enjoyment.</p> <p>Reduced offer from local area for competitive sports impacted on ability to offer external competitive events.</p> <p>Viking 'park and stride' initiative was a huge success. Large community take up that encouraged children and families to walk to school.</p>	<p>New PE lead to introduce more competitions.</p> <p>Develop an indoor club that supports social development and interactions -yoga.</p> <p>Continue to evaluate equipment use and replenish based on pupil voice.</p> <p>Continue to promote park and stride initiative.</p>

Reception packs provided for new starters to promote benefits of walking to school ensured momentum created by the park and stride initiative continued.

Created by:



YOUTH
SPORT
TRUST

Supported by:



<p>motor skills which have been affected by COVID19.</p> <p>Ensuring clubs are still available to access, and that children’s needs and interests are still being met. This will be monitored through our school council. Maintain high levels of participation by selecting different children.</p> <p>Promote and encourage healthy lifestyle choices across the school community.</p>	<p>Specific age groups for clubs so children work at an achievable level.</p> <p>Curriculum Display - challenge stereotypes and display key vocabulary to raise the profile of school sports and PE across the school.</p> <p>Hold workshops and health awareness activity events, e.g. skipathon, healthy snack.</p> <p>Monitor healthy eating and physical activity in school to educate both children and parents further.</p>		<p>Implementation has started through whole school assemblies and children are able to talk about stereotypes.</p> <p>High levels of engagement in the Bangra dancing workshop that developed pupil’s cultural interests.</p> <p>Children demonstrate a good understanding what a healthy food/ lunch box is and why a healthy diet is important.</p> <p>Noticeable improvement in the content of lunch boxes.</p>	<p>Elicit pupil voice regarding what interests and talents they have/would like in school.</p> <p>Create a curriculum display - challenge stereotypes and display key vocabulary to raise the profile of school sports and PE across the school.</p>
--	---	--	--	--

Key indicator 3: Increased confidence, knowledge and skills of all staff in teaching PE and sport				Percentage of total allocation:
				37%
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: £7, 420	Evidence of impact: what do pupils now know and what can they now do? What has changed?:	Sustainability and suggested next steps:

Staff to work alongside external coaches to develop their knowledge and skills in all areas of P.E. This will enable staff to transfer skills learnt in their own teaching.	Staff work alongside coaches observe the delivery of a range of sports.	£7,420	Staff shadowed Burton Albion coaches to enable them to increase their knowledge and skills of a range of sports. Phase one completed	Continue to increase staff knowledge and confidence to deliver sport sessions.
Key indicator 4: Broader experience of a range of sports and activities offered to all pupils				Percentage of total allocation: 5%
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: £1,000	Evidence of impact: what do pupils now know and what can they now do? What has changed?:	Sustainability and suggested next steps:
<p>More children involved in inter-school competitions.</p> <p>Wider variety of after school clubs available to all children.</p> <p>Provide a broad range of sports activities, including dance and yoga, to encourage more pupils to uptake sports and physical activity.</p> <p>Maintain high levels of participation by selecting different children.</p>	<p>Dance, Cricket, Rounders, Football, Multi-skills, Dodgeball clubs offered. Pupil voice to ensure that selection reflects pupils' interests.</p> <p>Specific age groups for clubs so children work at an achievable level.</p> <p>Subscribe to the East Staffs School Partnership (ESSP) will enable children to take part in a range of sports both in and out of school time against other schools.</p>	<p>£1,000 for ESSP membership</p>	<p>Attendance at clubs shows that we have increased the participation in sports for pupils. As a result, pupils are exposed to opportunities to promote participate in a wider variety of sports.</p>	<p>To build in opportunities to ensure all clubs are inclusive. To increase participation of SEND pupils in clubs and school competitions.</p>

Key indicator 5: Increased participation in competitive sport				Percentage of total allocation:
				0% included in KI 1 & 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:
<p>Organise and co-ordinate more sports competitions and tournaments within the school or intra-school to encourage more children become involved and enter.</p> <p>Actively encourage pupils to participate in school games.</p> <p>Maintain high levels of attendance to inter-school competitions and other events available.</p>	<p>Trained sports coaches organising inter class competitions during lunchtime.</p> <p>Promote and celebrate sports achievements in phase and whole school assemblies.</p> <p>Use of Premier League Primary Stars to promote competitive skills.</p> <p>Maintain high levels of participation by selecting different children.</p> <p>Engage with other schools at competitions to create links for future sport fixtures via ESSP membership.</p>	Funding allocated in KI 1 & 4	<p>Children have been encourage to be active participants during lunchtimes in a range of competitive sports</p> <p>Profile of sporting achievements raised across the school.</p> <p>Children value sporting achievements of themselves and their peers.</p>	<p>Gain pupil views about what competitive sports they would like in place at lunchtimes.</p> <p>Develop the role of Play Leaders to facilitate/support intra school sports.</p> <p>Engage with other schools at competitions to create links for future sport fixtures via ESSP membership.</p>

Signed off by	
Head Teacher:	C Hopkins
Date:	23.9.21
Subject Leader:	As above

Date:	
Governor:	Yashar Turgut
Date:	30.9.21