

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	£ 4,668
Total amount allocated for 2020/21	£ 16,500
How much (if any) do you intend to carry over from this total fund into 2021/22?	£ 6,899
Total amount allocated for 2021/22	£ 16,530
Total amount of funding for 2021/22. To be spent and reported on by 31st July 2022.	£ 23,432 some of this may be used to support additional needs due to Covid that arise during the year.

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>We aim to provide a full 10-week course for all year groups in the summer term. This will be part provided by the school as we have a swimming coach on staff and a local swimming pool is provided free of charge for our use and part funded by the sports premium to recover these skills and narrow the gap due to Covid.</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>	<p>66%</p>

<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>	<p>66%</p>
<p>What percentage of your current Year 6 cohort perform safe self-rescue in different water-based situations?</p>	<p>66%</p>
<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>	<p>Yes</p> <p>We are intending to provide additional swimming lessons to ensure 95% chn leave school being able to swim 25m with a variety of strokes.</p>

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: 2021-2022		Total fund allocated: £		Date Updated: 31.01.2022		
<p>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</p>					Percentage of total allocation: 40%	
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?:		
<p>At least 40 minutes of physical activity during the school day, encouraging additional physical exercise out of school hours.</p> <p>Pupils to take on leadership or volunteer roles that support sport and physical activity within the school eg leading clubs or becoming Play Leaders. Learning to maintain a game with fair play, develop leadership and support those that need support either emotionally or with physical skills.</p> <p>Children have embedded understanding that exercise, healthy eating and mental wellbeing are vital and ensure good practice so they become habitual.</p>	<p>Children given a range of active games and resources to use during breaks and lunch times. They also take part in a mile run daily before school.</p> <p>Train up children as sports leaders and purchase playground equipment to encourage physical activity skills</p> <p>Teach children about staying healthy both physically and mentally.</p> <p>Encourage and enthuse through differentiated activities to allow success.</p> <p>TAs to timetable activities at</p>		£9,452	<p>All children achieving 40 minutes in school. Increased take up of sports clubs out of school hours. PP children 100% engaged. Vulnerable 90% engaged.</p> <p>Children to lead playground games and activities as sports leaders.</p> <p>Adults actively support the playing of games that have been developed with sports leaders. During every lunch time 50-80% of children are involved in these games from Reception onwards.</p> <p>Conversations with children, participation in playtime activities, healthy packed</p>		<p>Provide cross curricular links to other areas of the curriculum to embed habits of increased activity.</p> <p>Sustainable as professional coach trains staff and children.</p> <p>Pastoral TA, staff to support children. Increased reference in PSHE and Topic lessons.</p> <p>Staff training</p>

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<p>Less confident children to participate in and enjoy sporting activities with TAs support.</p> <p>Identified chn to take part in Funfit and other interventions to improve mobility and gross motor skills.</p> <p>Children not involved in games are physically active or given opportunities for mindful reflection</p>	<p>lunchtime for less confident chn to join.</p> <p>Interventions provided for specific pupils 3/4 x per week</p> <p>Equipment is purchased to ensure that all children are active or have mindful opportunities such a reflection spaces, water play, pumping, bikes and trikes, wiggle toys(to develop core strength) etc</p>		<p>lunches or lunch choices.</p> <p>Increased take up of sporting activities by less confident children. 80% of girls in KS2 take part in competitive games such as football and space invaders – this compares to 20% at the beginning of the year. 100% of girls in KS1 take part – compared to 20% at the beginning of the year.</p> <p>Sports coaches lead personal and social development sessions linked to PE. PE curriculum review showed through pupil conferencing that the children were able to articulate the importance of mental and physical health and how to achieve and maintain them.</p> <p>Children in Oaks much better able to self regulate which improved attainment in Reading, writing and maths</p> <p>Gross motor skills and confidence will improve.</p>	<p>Packed lunch content improved but this needs to be a focus for next year. School council to do an investigation with Eco club and design an advertising campaign to improve this further for PP and Vulnerable families who still have progress to make in this. Look at getting in an inspirational speaker to kick off the campaign.</p>
<p>Key indicator 2: The profile of PESSPA being raised across the school as a tool for whole school improvement</p>				<p>Percentage of total allocation: 2%</p>
<p>Intent</p>	<p>Implementation</p>		<p>Impact</p>	

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>Chn will understand the link between sport and other subjects – eg science, PSHE- so that deeper learning is evident.</p> <p>The profile of sport and activity is raised throughout the school through charitable events (Sports relief), Sports Day, inter school tournaments.</p> <p>Chn will aspire to take part in sports and challenge themselves.</p> <p>Children know how to keep themselves safe when doing physical activity.</p> <p>Chn’s successes will be celebrated.</p> <p>School Council will take part in planning what sports they would like to access and feed back to HoS/PE</p>	<p>Teachers will refer to PE when appropriate in other lessons. PE will be linked to the curriculum – eg Dance themes, invasion games, tally keeping (maths) – to support these links.</p> <p>Advertising, marketing, inviting parents to watch/support.</p> <p>Sporting champions are invited to the school.</p> <p>Sports display board to celebrate ‘player of the day’. Assemblies.</p> <p>School Council meetings, research into different sports. Meetings with HoS/PE Subject Leader. Local Clubs to be invited into school to talk about their sport.</p>	<p>£500</p>	<p>Chn will know more and remember more.</p> <p>Chn and families feel invested and inspired to support competitions, 100% attendance at events. The year 5 sports event served as an additional transition day to year 6 academy, the children felt that this gave them confidence about the transition.</p> <p>More children will be active for longer. We changed the sports clubs to mixed KS groups which significantly improved the uptake – especially for our PP and vulnerable. Through pupil conferencing the children enjoyed being able to negotiate the focus of these sessions (not for gymnastics but for other clubs) and work on games that they particularly enjoyed.</p> <p>Tennis lessons ensured that children use this as a chosen activity during lunch times.</p> <p>Chn are safe and play appropriately. Curriculum review commented on the mix of children of all ages and genders</p>	<p>Curriculum planning to make sure the links are explicit.</p> <p>Planned events are in the calendar in advance to allow sufficient planning and preparation.</p> <p>Have a rolling programme of sporting visitors available to come into school. This needs to be more developed as didn’t manage to get any in.</p> <p>Sports on offer to vary according to chn’s feedback.</p>

			<p>that play together fairly with a good understanding of how to do so safely.</p> <p>School community support is strong.</p> <p>Children feel invested and will have a voice. Sports clubs and school council were consulted on how to improve uptake in clubs and this improved the uptake from 60% capacity to 85-100% capacity.</p>	
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Key indicator 3: Increased confidence, knowledge and skills of all staff in teaching PE and sport				Percentage of total allocation:
				35%
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>Staff to be audited for their confidence and skills.</p> <p>CPD plan to ensure training needs of each staff member is met.</p> <p>Staff with specialist knowledge/competitive sports experience to model to others.</p> <p>Professional coaches to provide</p>	<p>Form for staff to feedback their confidence/expertise ratings and to collate the responses.</p> <p>Training provided for each strand of the curriculum, modelling and skilling up staff to improve their own practice.</p>	£8230	<p>Training is targeted to where it is most needed. Last year's questionnaire identified gymnastics in particular. Staff in questionnaires 2021-2022 show that most areas have now been addressed. Forest schools and adventurous outdoors activities are the main areas for development still.</p>	<p>Annual audit to allow for staff changes and confidence across all areas.</p> <p>This year shows that forest schools and adventurous activities need development next year.</p> <p>CPD plan to be updated annually.</p>

training for all staff.			<p>Staff who are already confident will support others to extend their knowledge.</p> <p>PE provision is excellent, and children and staff increase their knowledge and understanding of the different skills.</p> <p>The impact of the swimming and sports afternoon was so impressive and moved 100% of children on that it was decided that this would be extended into Autumn 2022. Before hand 85% of our PP and vulnerable children could not swim and in most cases had no basic water confidence. By the end all would put faces in the water, all could now swim a width with at least some swimming aid some without any at all. All were able to jump in out of their depth and all took part in basic water safety and rescue measures.</p>	<p>Professional coaches with sports specialisms to share expertise.</p> <p>Next year to support CPD in forest school and outdoor education.</p> <p>Half a year of sports and swimming provision at Yeatheride to be continued in same format next year.</p>
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Key indicator 4: Broader experience of a range of sports and activities offered to all pupils	Percentage of total allocation: 18%
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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:

<p>Chn practise Theraplay and relaxation techniques to reduce anxiety and improve behaviour.</p> <p>Children with personal and social difficulties or SEN are supported to communicate better.</p> <p>Chn will engage with Forest School type activities – Woody Wonders – eg bushcraft, conservation and eco awareness.</p> <p>Chn will be introduced to a range of alternative sports and outdoor activities so that they learn a range of skills and gain a better knowledge of their environment.</p>	<p>Sessions timetabled in for all pupils. Children with SEN needs are targeted for this support in smaller groups.</p> <p>Personal and social development sessions built into interventions and in class provision.</p> <p>Outdoor education planned and timetabled. Staff trained in Forest School techniques. A school volunteer supported this with staff learning alongside.</p> <p>Professional coaches with alternative sports expertise invited into school</p>	<p>£4250</p>	<p>Reduced anxiety in some children. Children in Oaks class in particular are better able to self-regulate and application to learning is improved with significant progress in maths and literacy across the school.</p> <p>Behaviour incidents are reduced in quantity and duration. See behaviour logs. Trigger points at the beginning and end of the week are particularly reduced.</p> <p>Chn understand the benefits of relaxation and how to achieve these.</p> <p>Chn engage with the outdoors and become skilled in bushcraft, with an improved understanding of the world around them. Forest school for each class was provided with quality activities, pupil voice showed that this was one of the most popular activities we provided.</p> <p>Chn are able to understand social conventions and communicate with their peers better.</p>	<p>Train staff in Forest School techniques.</p> <p>Ensure a range of alternative sports is timetabled.</p> <p>Theraplay and relaxation techniques become part of the school routine.</p> <p>Train staff to support the Personal and social development of children in class.</p> <p>Develop staff skills in the more 'adventurous' parts of forest schools such as fire lighting and use of saws etc.</p>
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Key indicator 5: Increased participation in competitive sport				Percentage of total allocation:
				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>To take part in inter class/year group competitions.</p> <p>To take part in a range of out of school clubs which practice the key skills and game skills for competitive events.</p> <p>To take part in competitions between our CAT schools.</p> <p>To take part in competitions across the wider Learning Community.</p> <p>To take part in competitions between external clubs.</p>	<p>Running record of points attributed to students in different classes, results at the end of each term.</p> <p>Out of school clubs tied into competitive tournaments program.</p> <p>Netball, football, volleyball and tag rugby competitions 1 per term.</p> <p>Netball, football and tag rugby tournaments 1 per term.</p> <p>Encourage participation and share results of external clubs competitions.</p>	£1000	<p>All chn are invested and feel part of the team and engaged with being active. Sports day and the interhouse football have significantly improved the uptake and participation of girls in particular as well as PP children.</p> <p>Team spirit impact positively on behaviour and relationships within school. This is particularly evident for the children with SEND and EHCPs. These children have learnt the skills of playing as a team and the other children have learnt how to better incorporate these children so that their needs are met.</p> <p>There is wide pool of talent and participation. See above for improvement in participation in clubs, lunches etc.</p> <p>Specialist clubs and sports will have their profile raised; more children will join.</p> <p>Increased support from parents.</p>	<p>Sustainable within school – PE Subject Leader.</p> <p>Sustainable within the Trust – PE Subject Leader and PE Providers.</p> <p>Sustainable, relationships built across schools and with external sports associations, but still needs further development. Interschools competitions to be built into school calendar.</p> <p>Encourage parents to take up new sports too to ensure a culture of active living for all members of the family.</p>

Signed off by

Head Teacher:	Head of School – Suzie Pinn
Date:	25 th July 2022
Subject Leader:	Suzie Pinn and Jo Drake
Date:	25 th July 2022
Governor:	Steve Baber
Date:	25 th July 2022