

# 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](http://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 2020/21	£10,821
Total amount allocated for 2020/22	£16,410
Total amount allocated for 2021/22	£27,231
Total amount of funding for 2021/22. To be spent and reported on by 31st July 2022.	£ 27,231

## Swimming Data

Please report on your Swimming Data below.

Meeting national curriculum requirements for swimming and water safety.  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. <b>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</b>	100%
What percentage of your current Year 6 cohort swim competently, confidently and proficiently over a distance of at least 25 metres? <b>N.B.</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 2021. Please see note above	100%
What percentage of your current Year 6 cohort use a range of strokes effectively [for example, front crawl, backstroke and breaststroke]? Please see note above	100%
<b>What percentage of your current Year 6 cohort perform safe self-rescue in different water-based situations?</b>	100%
Schools can choose to use the Primary PE and sport premium to provide additional provision for swimming but this must be for activity <b>over and above</b> the national curriculum requirements. Have you used it in this way?	Yes/ <b>No</b>

## 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:27,231		Date Updated:1.9.2022	
<b>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</b>					Percentage of total allocation: 13.4 %
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:		Evidence of impact: what do pupils now know and what can they now do? What has changed?:	
All pupils must have opportunities to engage in regular sport and physical activity, including in PE lessons, active play at break times and outside of school hours.		Organise access to after-school sports clubs, including multi-sports led by external provider and football provided by Colchester United coaches.  Inspection, maintenance and renewal of equipment to allow greater participation in active play and school sport.		£2,660  £1,000	
<b>Key indicator 2: The profile of PESSPA being raised across the school as a tool for whole school improvement</b>					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?:	
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?:	

<p>Raise the profile of school sport through enrichment events and engagement with external agencies.</p> <p>Use pupils' engagement with PE and school sport to develop desired knowledge, skills and qualities across the curriculum.</p>	<p>Establish links with local community clubs to raise the profile of sport:</p> <ul style="list-style-type: none"> <li>• Invite clubs to coach pupils and lead assemblies</li> <li>• Advertise clubs in newsletters/website</li> <li>• Use assemblies to celebrate pupils' achievements at external clubs</li> </ul> <p>Explicitly celebrate pupils' achievements in PE and school sport with dedicated sports awards and certificates.</p> <p>Develop leadership skills through establishing sports ambassadors and play-leaders for break times.</p> <p>Staff development on the use of active and outdoor learning to enhance, maths, science and other subjects – outdoor theme days.</p> <p>Use PE to highlight 'Big Ideas' for learning behaviour, which will have benefits across the curriculum.</p>	<p>£0</p>	<p>Pupil surveys and perceptions demonstrate positive engagement and participation.</p> <p>Leadership and learning behaviour skills are evident in collaborative and learning activities across the curriculum.</p> <p>Pupils make expected progress in all subjects, supported by active, enjoyable learning experiences.</p>	<p>Activities to promote and celebrate sport will be embedded into practice and can be sustained in future years without cost.</p> <p>Active learning in other subjects is supported through Multi Academy Trust (MAT) subject leader networks and training.</p>
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<p><b>Key indicator 3: Increased confidence, knowledge and skills of all staff in teaching PE and sport</b></p>				<p>Percentage of total allocation:</p>
				<p>2.6%</p>
<p><b>Intent</b></p>	<p><b>Implementation</b></p>	<p><b>Impact</b></p>		
<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</p>	<p>Make sure your actions to achieve are linked to your intentions:</p>	<p>Funding allocated:</p>	<p>Evidence of impact: what do pupils now know and what can they now do? What has changed?:</p>	<p>Sustainability and suggested next steps:</p>

consolidate through practice:				
To develop the confidence, knowledge and skills of the PE leader and teachers, ensuring that PE lessons and school sport are high quality and support pupils' progression.	PE Leader to attend PE conference and feedback learning to colleagues.  Subject leader release for monitoring – developing teachers' knowledge and skills through a cycle of observation and feedback.	£500  £200	Understanding of best practice is acquired and then embedded in pupils' school experiences. Observations show that pupils have access to high quality lessons and teaching.	Use local and MAT networks to continue exploring and sharing best practice

**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:
Pupils must learn fundamental physical skills, especially in relation to safety (swimming, cycling).  Develop a broader range of physical activities, inspiring experiences and sports offered in school, including, outdoor learning and adventurous activities.	Organise swimming lessons for Years 3 and 4, providing learning opportunities beyond the National Curriculum requirements.	£1,500	Achievement in swimming monitored and published on website.
	Organise 'Bikeability' training to enhance cycling skills and confidence and to teach pupils road safety.	£180	Positive pupil perceptions and surveys regarding curriculum enhancements and opportunities, including 'Bikeability' and residential.
	Subsidised residential trip and transport.	£1,600	
	Embed Forest Schools: <ul style="list-style-type: none"> <li>• Training and release</li> <li>• Supplies and equipment</li> <li>• Teacher (1 day per week)</li> </ul> Teaching Assistant	£500 £200 £8,922 £3,191	Observations and pupil perceptions show active engagement and positive achievement/progress.
			Ongoing core swimming needs planned into the annual budget.  Staff present during 'Bikeability' and can use knowledge gained to inform PSHE lessons in future.  Review success and effectiveness of residential trip and continue to provide annually if possible with consideration given to budget constraints.  Forest School training completed and embedded.

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:
Through the school, pupils have opportunities to compete in competitive sporting fixtures, tournaments and events. Pupils are well-prepared for these experiences through prior teaching/coaching and access to appropriate equipment and facilities. Equipment and facilities are upgraded, so that the school can host other schools for competitive fixtures.	Practical steps to develop and upgrade netball equipment and facilities at the school.  Transport to fixtures/tournaments  Minibus training  Leader/teacher release to attend fixtures/tournaments	£5,978  £300  £200  £300	High number of pupils from all groups participate in fixtures/tournaments. Pupil and staff perceptions indicate these experiences are positive.	Improvements in equipment and facilities will benefit future cohorts.  Minibus training will allow school to access transport more cost effectively in future, making attendance at fixtures / tournaments more likely.

Signed off by	
Head Teacher:	K.McGrath
Date:	31.12.2022
Subject Leader:	Lorna Dann
Date:	31.12.2022
Governor:	
Date:	