

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](#).



Details with regard to funding

Please complete the table below.

Total amount carried over from 2019/20	£12,998.63
Total amount allocated for 2020/21	£17,000
How much (if any) do you intend to carry over from this total fund into 2021/22?	£6,547.66
Total amount allocated for 2021/22	£18,050
Total amount of funding for 2021/22. To be spent and reported on by 31st July 2022.	£24,597.66

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 2021.</p> <p>Please see note above</p>	86%
<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>	79%
<p>What percentage of your current Year 6 cohort perform safe self-rescue in different water-based situations?</p>	100%
<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: 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: 20%
Intent	Implementation	Impact		Sustainability and suggested next steps:
<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:</p> <ul style="list-style-type: none"> • 2 hours of timetabled PE taught by a specialist teacher to all classes throughout the school. • Daily Mile continues and is supported by all staff and pupils. • A broader, skills-based curriculum. • Active playtimes with lots of new equipment purchased. 	<p>Make sure your actions to achieve are linked to your intentions:</p> <ul style="list-style-type: none"> • Review the quality and breadth of our curriculum: <ul style="list-style-type: none"> • Quality of teaching and learning (planning, progression of skills and observations). • Access to facilities and inclusive resources. • Improve participation at events and clubs by: <ul style="list-style-type: none"> • Broadening the range of clubs on offer. • Providing specialist coaching for event teams. • Promoting an active, healthy lifestyle. • Partnerships and links with local sports clubs and sports centres. 	<p>Funding allocated:</p> <p>£1472 (KS1 new PE resources)</p> <p>£1114 (KS2 new PE resources)</p> <p>£845 (Mixed age inclusive lunchtime resources)</p>	<p>Evidence of impact: what do pupils now know and what can they now do? What has changed?:</p> <ul style="list-style-type: none"> • Children can articulate the different clubs or events they have attended. • Children can articulate the benefits of an active, healthy lifestyle. • Staff have an increased understanding of pupils participating in events and clubs. • Attitudes to learning improve with short breaks for exercise leading to better concentration during lessons. 	<p>Sustainability and suggested next steps:</p> <ul style="list-style-type: none"> • Secure funding to provide access to sports coaches throughout the school day. • Nurture partnerships with outside providers to ensure access the highest quality provision.
				Percentage of total allocation:

Key indicator 2: The profile of PESSPA being raised across the school as a tool for whole school improvement				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:
<ul style="list-style-type: none"> For children and the wider community to be aware of opportunities to partake in regular physical activities and sport. 	<ul style="list-style-type: none"> Celebrate sporting achievements in Friday assemblies, in the weekly school newsletter and on the school twitter page. Weekly certificates handed out to two children in each class who have demonstrated the school games values in their PE lessons. Release time for PE lead to organise inter and intra school sporting events. 	£1194 (Imoves.com inclusive learning platform)	<ul style="list-style-type: none"> Pupils are very proud to be involved in assemblies, mentioned in newsletters or featured in photos on our school twitter page. Personal development (physical skills, thinking skills, social skills and personal skills). PE, physical activity and school sport have a high profile and are celebrated across the life of the school. Continued progression of all pupils during PE curriculum lessons 	<ul style="list-style-type: none"> The SLT and Governors have seen the benefits of the raised profile and are committed to supporting these areas.

Key indicator 3: Increased confidence, knowledge and skills of all staff in teaching PE and sport				Percentage of total allocation:
				10%
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	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: <ul style="list-style-type: none"> Review staff confidence and competence in delivering high

				quality PE and school sport and allocate staff to upcoming CPD opportunities
consolidate through practice:				
<ul style="list-style-type: none"> All pupils are taught PE by a specialist so that progress can be easily tracked and there is clear progression for each pupil each year. <p>In addition, our year 4 teacher is a Dance specialist, a parent (level 2) is our netball coach and runs the school team. We also have a GB hockey player teaching our year 5 and 6 classes hockey.</p>	<ul style="list-style-type: none"> Provide opportunities for staff to access CPD opportunities. Purchase quality assured resources to support teachers and support staff. Subject Leader to attend relevant sport conferences and network meetings to gain relevant information. Liaise with other partnership and local schools to share knowledge and expertise. Use specialist PE teacher to help increase the knowledge and confidence of staff in delivering PE. 	<p>£440 (Get Set 4 PE Online learning platform)</p> <p>£1193 (staff training costs)</p>	<ul style="list-style-type: none"> Increased staff knowledge and understanding. Increased pupil participation in competitive activities and festivals. Increased range of opportunities. A more inclusive curriculum which inspires and engages all pupils. Continued progression of all pupils during curriculum. Upskill teachers and TAs (parttime) by providing dedicated meetings for training or releasing the PE specialist to team teach/mentor TAs to ensure the children get the best out of their PE lessons. 	

Key indicator 4: Broader experience of a range of sports and activities offered to all pupils Percentage of total allocation: 29%

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	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?:	Sustainability and suggested next steps: • Explore other providers who

<ul style="list-style-type: none"> • Provide opportunities to take part in a diverse range of school sport through extra-curricular clubs, competitions and events. 	<ul style="list-style-type: none"> • Provide opportunities for all children, including those with SEND, the least confident and the 	<p>£500</p> <p>£200</p> <p>£599</p> <p>£360</p> <p>£700</p> <p>£700</p> <p>£480</p> <p>£800</p> <p>£300</p> <p>£381</p>	<p>Sports Fortnight – Ash Randall (Freestyle Footballer and Guinness Book World Record Holder)</p> <p>Stewart Cruickshank (former weightlifter who competed for England)</p> <p>A-Life Ltd (Healthy Workshops and Fitness sessions)</p> <p>Dance Workshops</p> <p>Mobile Climbing Wall</p> <p>Boxing Workshops</p> <p>Dragonball</p> <p>Quidditch</p> <p>Lacrosse Coaching</p> <p>Inspirational Virtual Athlete Talks - Shona McCallin, MBE, England and GB Hockey player, Olympic gold, 2016 Rio Olympics;</p> <p>Chris Langridge, British badminton player, bronze medal holder, 2016 Rio Olympics</p> <p>There was some evidence of:</p> <ul style="list-style-type: none"> • Increased pupil awareness of opportunities available in the 	<p>can deliver similar workshops to Ash to work with the children.</p> <ul style="list-style-type: none"> • Look at more after school club providers and clubs to signpost the children to. • Further increase opportunities for KS1 children both in and out of school
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<ul style="list-style-type: none"> • Continue to offer additional extra-curricular opportunities for all pupils to take part in physical activity and sport. • Providing additional links to Community Sports Clubs. • Children participate in festivals/ tournaments. • Increase opportunities for KS1 children. • Continue to develop relationships with community coaches so a broad and wide range of activities can be offered to all age groups. 	<p>least active to attend exciting, varied and a new range of activities through the school sport partnership.</p> <ul style="list-style-type: none"> • Review extra-curricular activities. • To keep the newsletter and website up-to-date with range of clubs currently on offer (changeable throughout the year). • Children to attend the extra-curricular clubs. • School to enter children into sporting festivals/ competitions. • Links made with coaches and outside clubs – tennis/cricket /rugby/football/hockey. • Equipment continues to provide opportunities during break and lunchtimes. 		<p>community.</p> <ul style="list-style-type: none"> • Improved physical, technical, tactical and mental understanding of a range of sports. • Developed wider life skills which build on from the PE lessons, i.e. communication, teamwork, fair play, respect, honesty. 	
<p>Additional achievements:</p>	<p>School Games Silver Award, 2021 - 2022</p>			

Key indicator 5: Increased participation in competitive sport				Percentage of total allocation:
				34%

Intent	Implementation		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:</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>
<ul style="list-style-type: none"> • Provide opportunities for all children to challenge themselves through both intra and inter school sport where the children's motivation, competence and confidence are at the centre of the competition and the focus is on the process rather than the outcome. • Increased participation in School Games competitions. • Providing opportunities for children with SEND, the least active and the least confident to attend competitions and events. • Select children who we feel would benefit most from the opportunities available in the partnership sports calendar. • Enter external events to give pupils the opportunity to compete against other schools. • Taking part in more sport 	<ul style="list-style-type: none"> • Engage with other local PE coordinators. • Engage more staff/parents/ volunteers and young leaders to support attendance at competitions. • Identify a set number of competitions/events to provide transport to. • Ensure pupils get opportunity to take part in local competitive leagues, tournaments and festivals. • Regular intra-house sports competitions for pupils across different sports. • Develop links with external agencies in the community to ensure more pupils participate in community clubs outside of school. 	<p>£2810 (Subscription to the Ascot and Maidenhead School Sports Partnership)</p> <p>£455 (Coach transportation)</p> <p>£672 (New Sports Day Equipment)</p> <p>£550 (Lane markings for athletics and sports day)</p> <p>£1267(monthly line markings for football and</p>	<ul style="list-style-type: none"> • Whole class transportation meant that every class member could participate in the sports festival 	<ul style="list-style-type: none"> • Track pupils' participation in events, both competitive and friendly. • Review attendance data and identify children for appropriate opportunities. • Continue to attend Primary PE partnership meetings to help create and identify sporting opportunities which suit and develop our children. • Further widen opportunities for pupils to take part in competitive sporting events.

Created by:



Supported by:



competitions or tournaments within the school or across the local area.		rugby pitches)		
		TOTAL: £17,032		

Signed off by	
Head Teacher:	Anna Smith
Date:	30.07.2022
Subject Leader:	Matthew Whittle
Date:	30.07.2022
Governor:	Yasmin Thorn-Davies
Date:	30.07.2022