

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	£0
Total amount allocated for 2020/21	£17170
How much (if any) do you intend to carry over from this total fund into 2021/22?	£0
Total amount allocated for 2021/22	£17170
Total amount of funding for 2021/22. To be spent and reported on by 31st July 2022.	£17170

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 2020.</p> <p>Please see note above</p>	N/A
<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>	N/A
<p>What percentage of your current Year 6 cohort perform safe self-rescue in different water-based situations?</p>	N/A
<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>	Yes/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: 17170		Date Updated: 13.07.2022	
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: 31%
Intent	Implementation		Impact	Next steps	
		Funding allocated:			
Playground equipment purchased – engage children in a variety of activities.	More children have physical activities they enjoy, there is a wider range of games.	£2900	More children are active on the playground. Children achieve 30 minutes active time.	Continue to update resources and listen to pupil requests.	
WildWoods equipment purchased – engaged pupils in fine and gross motor skills development during outside time.	Children are able to be physically active in an exploratory way while in Wild\woods.	£2505 £1695 (gazebo)	Childrens gross and fine motor skills are developed. Children increase their active time.	Update resources as and when needed.	
Continuation of the daily mile purchasing jumpstart jonny. Children have active time in the classroom.	Purchase jumpstart jonny. Continue to encourage daily mile.	£179	Children have opportunities to be active during class time.	Encourage teachers to increase the amount the use each resource.	
Continuation of balanceability training last year. Reception children have the opportunity to improve their gross motor skills on bikes.	Purchase new bikes/ helmets as needed. Use grant applied for last year.	£180 Additional trikes - £1125	Children had a range of bikes to use. Children were safe using the bikes. We were unable to use the grant due to communication challenges.	Continue to communicate with bikeability trainers.	
Key indicator 2: The profile of PESSPA being raised across the school as a tool for whole school improvement					Percentage of total allocation: 1%
Intent	Implementation		Impact	Next steps	

		Funding allocated:		
Continue to assess pupils in PE in a way that is efficient for teachers but give a clear reflection of children's abilities and progress.	Update assessment wheels for remaining teachers and reallocate for new staff. Reshare staff logins and passwords. Remind staff to complete assessment wheels after each topic.	Ongoing subscription.	Subject leader is able to see progress and attainment in each class. Supports staff in planning differentiated lessons and informs them of where their new class is.	Update assessment wheels for next year.
Raise awareness of physical fitness and its link to wellbeing. Staff and pupils will be able to maintain and improve their own wellbeing (whole school target)	Encourage mindfulness across the school. Jumpstart jonny.	£ see above	Children and staff able to explain the link between physical fitness and mental wellbeing.	Continue to encourage wellbeing.

Key indicator 3: Increased confidence, knowledge and skills of all staff in teaching PE and sport				Percentage of total allocation: 18%
Intent	Implementation		Impact	
		Funding allocated:		Sustainability and suggested next steps:
Give new staff the skills to utilise the resources used in school – jasmine and wild woods. Jasmine's refresher course September.	Give opportunities for new staff to observe and be supported in teaching in Wild Woods. Complete training scheduled for September. Purchase WildWoods scheme of work.	£ included in wild woods equipment	Pupils taught by staff who know what they are doing. Staff are confident in their skills. Staff feel supported to ask for assistance.	Encourage use of WildWood scheme of work.
Complete CPD in September – increase staff confidence in teaching gymnastics.	Communicate with RealPE to arrange times and dates.	£ spent last year	Raise teacher confidence in using the platform. Children taught by confident staff.	Continue to offer support to new staff.

DCHS partnership - specialist teacher available to support and educate staff.	Communicate with Susie (DCHS school support teacher) and allocate hours to best support teachers across the school.	£5300	Teachers supported in teaching lessons they were less confident in. Children exposed to a range of sports.	Continue DCHS partnership next year.
External DCHS sports festivals – increase range of sports available to children.	Arrange travel for classes to attend festivals. Communicate with teachers regarding the sports they will be exploring.	£ 885 (coaches)	Children exposed to a range of sports otherwise not available to them. Children develop competition skills.	Select a different range of sport festivals for each year group for next year. Continue with DCHS partnership.
Key indicator 4: Broader experience of a range of sports and activities offered to all pupils				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:	Evidence of impact: what do pupils now know and what can they now do? What has changed?:	Sustainability and suggested next steps:
A-life – Healthy living week and Mental healthy workshop. Develop children’s understanding of their mental health and what they can do to protect it. Develop pupils knowledge about healthy living.	Book an A-life instructor to deliver sessions in mental health and for healthy living week.	£658 (mental health) £750 (healthy living)	Children were able to learn about these topics in an interactive way. Children consolidated prior knowledge or developed new knowledge around these areas.	Book again for next year.
DCHS sports festivals – increase range of sports available to children.	Arrange travel for classes to attend festivals. Communicate with teachers regarding the sports they will be exploring.	£ see above	Children exposed to a range of sports otherwise not available to them. Children develop competition skills.	Select a different range of sport festivals for each year group for next year. Continue with DCHS partnership.

Playground equipment purchased – engage children in a variety of activities.	More children have physical activities they enjoy, there is a wider range of games.	£ see above	More children are active on the playground. Children achieve 30 minutes active time.	Continue to update resources and listen to pupil requests.
WildWoods equipment purchased – engaged pupils in fine and gross motor skills development during outside time.	Children are able to be physically active in an exploratory way while in Wild\woods.	£ see above	Childrens gross and fine motor skills are developed. Children increase their active time.	Update resources as and when needed.
Use RealPE Gym teaching scheme. Use what we have learnt on the training to teach gymnastics using the same consistent scheme we use for PE.	Give teachers access to RealPE gym. Refresh gymnastics equipment to suit the teaching.	£ ongoing subscription	Children had an improvement in gymnastics teaching. Children have access to a range of gymnastics equipment's.	Peer support to enable teachers to teach to the best of their ability. Replace equipment as and when it is needed.

Key indicator 5: Increased participation in competitive sport				Percentage of total allocation:
				17%%
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:
DCHS sports festivals – increase range of sports available to children.	Arrange travel for classes to attend festivals. Communicate with teachers regarding the sports they will be exploring. Some festivals cancelled or unable to attend due to COVID outbreaks.	£ see above	Children exposed to a range of sports otherwise not available to them. Children develop competition skills.	Select a different range of sport festivals for each year group for next year. Continue with DCHS partnership.
Sports Day – healthy living week.	To hold a school sports day completing athletic style events with elements of competition.	£ See above (A-life)	Each year group held a range of activities on the field. Children were able to apply what they had learnt in lessons. Parents able to attend and build relationship with the school.	Continue next year with the link to other healthy living activities.
House competitions. Run 2 interhouse completions throughout the year (part of the DCHS package).	Communicate with Susie to plan and deliver these.	£ See above	Children have participated in a school wide competition. Children developed pride for their house and practiced good sportsmanship values.	Continue next year.

Signed off by	
Head Teacher:	Mrs. Whitehill

Created by:



Supported by:



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Date:	21.07.22
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Date:	25.07.22