

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 2021/22	£ 0
Total amount allocated for 2022/23	£17,960
How much (if any) do you intend to carry over from this total fund into 2021/22?	£
Total amount allocated for 2022/23	£17,960
Total amount of funding for 2022/23. To be spent and reported on by 31st July 2023.	£17,960

Swimming Data

Please report on your Swimming Data below.

(To complete July 2023)

<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>	60 %
<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>	60 %
<p>What percentage of your current Year 6 cohort perform safe self-rescue in different water-based situations?</p>	53%
<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:		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:
					%
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?:	
All children have access to quality PE lessons with the intent that lessons are efficiently delivered to maximise the time spent undertaking physical activity.	Subject specialist (Premier Education) support staff to ensure optimum amount of timetabled PE lesson is spent doing physical activity rather than changing and teacher talk Train staff to support children at playtimes Re-launch Commando Joes		£2,250	Pupil voice- children spoke about how they are active throughout the duration of their lesson. They spoke about how they work in small groups so they are always working. One child (y4) explained how she didn't used to like PE but now she does- she explained that she hated it when a few children completed an activity and everyone else watched but now all the children are active all the time so she feels secure to get involved.	
					Sustainability and suggested next steps: Continue with subject specialist – ensure all classes timetabled for sessions over the course of the year. Teachers to apply the skills they have acquired this year when teaching that sport to their class net year. Use Premier Sports' PE planning to ensure that all children are engaged in physical activity for the duration of the lesson and all lesson time is utilised effectively.
Key indicator 2: The profile of PESSPA being raised across the school as a tool for whole school improvement					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:
To raise the profile of PE and sport across the school community To increase the role of pupils in promoting PE and sport across school	Subject leader support to provide CPD for staff in developing subject knowledge and supporting teachers to raise profile of PE and sport across school. Promote after school clubs and lunch clubs in assemblies and on school social media pages Acknowledgement of participation through certificates in competitions To introduce role of house sports captains across school	£2,250	All teachers have had the opportunity to work alongside a specialist sports coach for a half term to provide CPD and improve subject knowledge. Some children took part in Stevenage Sporting Futures (SSF) athletics event- their success was shared in assembly. New house system introduced this year to promote teamwork, community and positive choices- house points were awarded at sports day for sporting success and sporting attitudes. Therefore children valued sports day as more than a “stand alone” event.	Continue to provide CPD for all teachers using Premier sports staff. New subject leader and deputy subject leader to continue to raise profile of PE across school. Strategic approach- target specific SSF events and align with lunch clubs and after school clubs. Further develop role of house captains and consider appointing a sports captain for each house.

Key indicator 3: Increased confidence, knowledge and skills of all staff in teaching PE and 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:

Continue to develop teachers to deliver PE lessons which meet the needs of all children	Coaching and Team-teaching sessions provided by outside provider (Premier Education). Specialist coaches model best practise. Specialised coaching for ECTS	£3,500	Staff voice regarding Premier sports' CPD provision- 100% of staff citing the positive relationship between the sports coaches and the children. All staff felt their class enjoyed the sessions . 90% staff felt the sessions were highly organised and the progression of skills was clear. !00	Staff to have opportunity to observe sports coaches teaching a different sport next year.
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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:
Develop broad and balanced PE curriculum with a range of sports in PE lessons across the school. To provide opportunities for external sports coaches to deliver specialist experiences in sports as extra-curricular activities.	Use specialist coaches to support teaching of a wider range of sports and activities Deliver a wider range of after school clubs. Deliver a wider range of lunchtime clubs.	£1,265 £1,150	PE curriculum for spring and summer term allowed chn to experience broad and balanced curriculum. Pupil voice evidenced the fact the children have been exposed to a wider range of sports this year. Y4 & Y5 chn spoke of the fact that they had been exposed to cricket and tennis for the first time. Pupil voice provided overwhelming evidence of increase in pupil knowledge and skills For example: Y4- chn explained that they now know that there are many different ways to get out in cricket. They explained that before the lessons they thought it was just by being caught	Premier sports (specialist coaches) to support curriculum planning for the entire academic year. New curriculum lead has met with Premier manager (July 2023) to map out curriculum for next year. Teachers have access to online portal to support them with planning and progression of skills.

			<p>out. They said the new skill was how to hold a cricket back- how to grip it and how to position their hands and feet.</p> <p>Y5 - when asked about new knowledge, year 5 children also spoke of greater understanding of the rules of cricket. One child said their new skill was how to hold onto the rugby ball to deliver an effective pass.</p> <p>Y4 chn enjoyed rugby lunch club.</p> <p>Approx 20 chn/week have attended multisport after school club throughout spring and summer terms.</p>	
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Key indicator 5: Increased participation in competitive sport				Percentage of total allocation:
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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:
To ensure every pupil has the opportunity to participate in competitive sports. Develop and support G&T pupils as well as whole class attainment through competition	Wide range of inter-sports competitions facilitated by Stevenage Sporting Partnerships Sports day to include all pupils Ensure adapted opportunities for competitive sports offered for vulnerable pupils as necessary.	£3227.50	Sports day included all pupils. Positive feedback from pupils and parents. Linked sports day to new house points initiative. Some y5 & y6 children attended athletics event where they competed against local schools. Y5 attended tag rugby introduction event where all pupils were able to take part in semi-competitive sport with reasonable adjustments made according to specific needs.	Target wider range of SSF events next year. Develop school teams in conjunction with Premier sport coaches.

Signed off by	
Head Teacher:	Toby Mills-Bishop
Date:	
Subject Leader:	Mikki Caplan
Date:	
Governor:	
Date:	