

# 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](#).



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## Details with regard to funding

Please complete the table below.

Total amount carried over from 2019/20	£0
Total amount allocated for 2020/21	£17,640
How much (if any) do you intend to carry over from this total fund into 2021/22?	£0
Total amount allocated for 2021/22	£17,620
Total amount of funding for 2021/22. To be spent and reported on by 31st July 2022.	£17,620

## 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><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></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><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 2020.</p> <p>Please see note above</p>	78%
<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>	34%
<p><b>What percentage of your current Year 6 cohort perform safe self-rescue in different water-based situations?</b></p>	78%
<p>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?</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:		
<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: 1.7%	
Intent	Implementation		Impact	Sustainability and suggested next steps:
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?:	
Provide opportunities for <b>all</b> children to be active during the extended school day.	Teaching Assistant to support pupils to run activities on KS1 and KS2 playgrounds. Five TAs for 1hr a day	No Cost	Activity rates to be base lined from active lives questionnaire data. Initial data taken at start of Advent 1 indicated that 71% of pupils felt they were active during breaks. Data taken at end of lent 2 indicates there is now an increase to 87% of pupils feel they are active at breaktimes. The remaining 13% of pupils were surveyed by HL to identify activities they would enjoy taking part in. They are being targeted during the Pentecost term to engage with activities of their choice including the provision of a free after school dance club. Pupil voice evidences a greater % of pupils are aware of the reasons why they should be more active and the impact on their health and wellbeing. Initial data taken at start of Advent 1 indicated that 43% could articulate why they need to be active. Data taken at end of lent 2 indicates there is now an increase to 79% of pupils. Pupil voice to be used to show effectiveness of break and lunchtime activity time Initial data taken at start of Advent 1 indicated that 53% of pupils felt there	
Pupils to know that they need to be active for 30 minutes a day and why this is important to a healthy lifestyle.	Teaching assistants and Team of KS 2 sports leaders to be trained to lead activities for each KS 2 class. 1 day release time for PE Lead	£150		
Increase the number of children engaged in physical activity throughout the day in comparison to 2019-20 academic year.	Equipment to support the running of play leader activities .	£200		
TB Sports team to lead a Monday and Friday lunchtime Football, Basketball and Cricket Clubs for KS 2.	Target pupils not engaging regularly in lunchtime activities. Cost of one TB Sports staff member 2 lunchtimes a week			

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			<p>wasn't enough to do to motivate them to be active during breaks. Data taken at end of lent 2 indicates there is now an increase to 91 % of pupils feel there are activities provided to motivate them to engage and be active at breaktimes.</p> <p>Pupils not engaging in lunchtime activity 30mins regularly now engaging at least once a week in KS 2 sports sessions.</p> <p>Initial data taken at start of Advent 1 indicated that 39% of pupils felt they were active lunchtime breaks. Eating in classrooms seemed to be a key reason preventing being active for 30mins. Data taken at end of lent 2 indicates there is now an increase to 92% of pupils feel they are active at lunchtime breaktimes. Pupils now eat in the hall and spend less time indoors.</p>	
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<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: 28%
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Intent	Implementation	Funding allocated:	Impact	Sustainability and suggested next steps:
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>Pupils value and celebrate their achievements in school PE lessons, sports inter house sports competitions and inter school competitions.</p> <p>Pupils are able to articulate their involvement in variety of school sports and the meaning of 'spirit of the games' awards.</p> <p>Parents are made aware of their child's successes and involvement in a variety of school sports.</p>	<p>Use of twitter to publicise pupils' engagement in school sports.</p> <p>Use of school website for pupils to display their engagement in school sports and to celebrate achievements</p> <p>Pupil voice blog reporting on school sports events.</p> <p>Introduction of Spirit of the Games Awards in PE lessons.</p> <p>House captains elected and active in</p>		<p>Pupils have an increased sense of achievement and success in PE lessons and sports events.</p> <p>Initial pupil voice data taken at start of Advent 1 indicated that 41% of pupils enjoyed PE sessions and felt they were achieving. Data taken at end of lent 2 indicates there is now an increase to 92% of pupils feel their achievements are recognised in PE Lessons.</p> <p>Pupils' involvement in sports and sporting achievements are more visible to the whole school community.</p> <p>We have a dedicated sports display in the corridor with photos of pupils' achievements in sports and PE.</p> <p>A Sports person award has been introduced in house assemblies 1 per key stage.</p> <p>Spirit of the Games Values are linked and</p>	

	<p>updating school display on school sporting events.</p> <p>PE identified as a developing subject area by SLT and DPS and included as a focus for SDP 2021/22.</p> <p>Costing 1 ½ days a week TB Sports member to lead on this.</p>	£5,075	<p>planned for each PE lesson for all year groups. This is shared at the start of lessons and pupils work towards showing evidence of this in lessons and receive stickers illustrating their achievement in this area at the end of lessons.</p> <p>Updates of sports success are posted on Twitter, these are replicated on the Twitter board in school for pupils without a device at home.</p> <p>Profile of PESSPA is raised with parents and the wider community.</p> <p>Updates of sports success are posted on Twitter, these are replicated on the Twitter board in school for pupils without a device at home.</p> <p>Parents of school pupils and those of visiting competing schools have been invited to after school competitions.</p> <p>School teams have been to tournaments at Gresham playing fields.</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:
				0%
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 able to articulate the development of knowledge acquired and skill development in PE week on week.	<p>Whole School Progression Grids for all aspects of PE taught developed to ensure staff are confident and knowledgeable in teaching PE in a progressive and systematic way.</p> <p>Release time for coordinator to develop progression grids. 2 days</p>		<p>Knowledge webs in pupils books evidence pupil voice in acquisition of knowledge in PE lessons.</p> <p>Pupils' can talk about their learning in PE and review their learning using evidence on seesaw.</p> <p>Pupils have greater coverage of</p>	

<p>Pupils able to articulate learning between year groups and make links between prior learning and new knowledge and skills acquired.</p> <p>Pupils are confident in PE lessons and engage with consistent implementation of the PE intent learning in a progressive way lesson on lesson building on prior learning.</p>	<p>Pupil self-assessment materials created for each class for each unit of PE. 1 day release time for PE coordinator.</p> <p>PE Intent and Implementation embedded with outside providers and implementation is consistent across school in all classes. ½ day release time for coordinator to meet with TB Sports Team to plan for additional sports activities.</p>		<p>the PE curriculum and skill development is age appropriate and progressive building on prior learning. (SLT monitoring evidence)</p> <p>PE intent was reviewed with provider to provide a wider coverage of sports in all year groups from 6 to 9 areas of sport across each year group. Pupils now have 2 lessons of PE each week.</p> <p>Pupils are able to discuss the sports that they have enjoyed playing the most and about sportsmen and women that inspire them. Children were particularly engaged with the sports stars that lived in the local area.</p> <p>Pupil voice evidences pupils in all classes being able to discuss the sports that they have enjoyed playing the most and from years 2-6 about sportsmen and women that inspire them. Children were particularly engaged with the sports stars that lived in the local area.</p> <p>Pupils to believe that they can be a sporting success if they put in the training and hard work.</p> <p>Pupil voice evidences a greater % of pupils in all classes being able to articulate their ambitions and link this to the need to exemplify the spirit of the games as well as sporting skill.</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: 56%

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</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:				
<p>All pupils engage in Forest Schools activities which promote collaboration, risk taking in a safe environment, increased self-confidence, develop physical strength and skills in using equipment, increased activity in outdoor learning.</p> <p>Pupils' confidence and mental health and well being is improved.</p>	<ul style="list-style-type: none"> <li>• Employ staff member additional 1.5 hours a week to lead and deliver Forest Schools Programme to all classes across the year.</li> <li>• Train staff member to lead and deliver Forest Schools Programme to all classes across the year.</li> <li>• Release additional TA ½ day a week to support Forest School programme for their class as CPD for staff member and support for pupils. 5 x ½ days a week TA time</li> <li>• Resources to deliver Forest Schools programme across school and to develop a Forest School Area on site.</li> </ul>	<p>£7,188</p> <p>£797</p> <p>see above</p> <p>£1,960</p>	<p>Pupils in core groups experiencing social difficulties work more collaboratively together.</p> <p>Significant improvement has been evidence in the behaviour of target groups in year 5 engaging with forest schools.</p> <p>Pupils develop greater knowledge of the outdoors and environment.</p> <p>Pupils more confident in risk taking.</p> <p>Pupils more able to express their emotions and manage feelings in an appropriate way</p>	



Key indicator 5: Increased participation in competitive sport				Percentage of total allocation:
				13%
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 nurture the talents of our children to compete at a variety of levels within school, against other schools and in the local community.  All pupils have an opportunity to represent school in competitive sports and experience a sense of inclusion, capability and pride in sports.	Take an active part in the inter schools Rushcliffe School Sports Partnership programme of events. Provide training sessions to teams that will represent school to ensure children have a positive experience of competition.	£750	Majority of pupils including those with SEND have an opportunity to represent school in a sporting competitions against other pupils.  Pupils' can talk about the impact of representing school in competitive sports in a positive way.  Pupils have increased aspirations to become involved in competitive sports.	
All pupils have an opportunity to represent school in competitive sports and experience a sense of inclusion, capability and pride in sports.	Provide transport for pupils to participate in Interschool sports events and festivals across the year organised by Rushcliffe School Sports.	£1,500	Greater % of pupils will be able to represent the school in sports events. <i>This is an ongoing target. We have so far involved pupils in a football tournament at Gresham, hosted two girls football tournaments in school with other schools, we have inter class athletics tournaments in school,</i>	

Signed off by	
Head Teacher:	
Date:	
Subject Leader:	
Date:	
Governor:	

Created by:



Supported by:



Date:	
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