

# 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 2019/20	£7452
Total amount allocated for 2020/21	£16960
How much (if any) do you intend to carry over from this total fund into 2021/22?	£17005
Total amount allocated for 2021/22	£16960
Total amount of funding for 2021/22. To be spent and reported on by 31st July 2022.	£33965

## 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>	N/A as we are an infant school
<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 2021.</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><b>What percentage of your current Year 6 cohort perform safe self-rescue in different water-based situations?</b></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 <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:		
<p><b>Key indicator 1:</b> 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</p>			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 continue to do physical activity as part of active classrooms in order to get to the 30 minutes a day (on non P.E days) Enabling children to reach their potential in all areas of the curriculum. (active children achieve up to 33% more than inactive peers)	Continue Jumpstart Johnny membership  Continue to share ideas with staff and good practise in their classrooms.	£229.00	Staff are using a variety of physical activity bursts to keep children engaged and excited about doing exercise during the school day. Children are now more focused when completing written tasks. This has been especially noticeable following the lockdowns. Children have needed more short bursts of physical activity to remain focused.	Continue to use Jumpstart Johnny and other resources to make sure all children are able to access 30 minutes or more of physical activity.  Look for physical mats and literacy course opportunities to upskill new staff.
Little wickets after school club for year 1 and reception children to increase the amount of physical activity they access.	Organise and plan sessions, send letters to parents and engage PP children.	In key indicator 4 with little wickets costs.	All the children who took part were active for 40 minutes at the end of the day. Co-ordination and skills improved. In total 20 reception children and 24 year 1 children accessed this for free.	To employ little wickets to do more afterschool provision next year.

To deliver an afterschool club to children using our sports coach to encourage more physically active opportunities.	Coordinate and organise with sports coach.	Part of key indicator 3 sports coach cost.	20 children take part each week for a 30 to 40 minute session, fitness in those children has improved and behaviour and concentration at our afterschool club is better due to them being physically active.	Continue with sports coach employment next year.
Replace Trim trail with new equipment, encouraging children to be more active during playtimes, use of trail for 5- 10 minute active breaks during the day.	Liase with trim trail companies, 3 quotes for implementation. Agree with HT and Trust new outdoor equipment trail.	£19,500	Unfortunately due to time delays this has not yet been installed.	To complete in Autumn term.

<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:	Funding allocated:	Evidence of impact: what do pupils now know and what can they now do? What has changed?:
To raise the profile of sporting achievements in and out of school.	To send letters/ emails to parents to ask them to share children's achievements with us from home.	None required	Pupils now share medals and trophies from home. Celebrating their achievements and inspiring others to join clubs.
Children to bring in sporting achievements from home to share in school.	Use tapestry as a form of communication.		Staff are beginning to think about celebrating sporting achievements in our celebration assembly and not just academic ones.
To give children celebration certificates at the end of the week for P.E as well as other subjects.	Share with staff importance of recognition in P.E such as team work, sportsmanship, effort. Etc.		Begin a sports achievement certificate that our sports coach can award each week.
			Sustainability and suggested next steps:
			To continue to raise the profile of sporting achievements – share on school Instagram page. Share with class/ whole school medals and trophies.

To have designated year 2 children to lead playtime and lunchtime games.	Work with groups of year 2 children to share game ideas which they can teach younger children. Audit and buy resources.		Behaviour has improved at playtimes and lunchtimes due to children having access to more equipment and being more physically active. Supported by the play leaders.	Continue to support the next year 2 children to develop as play leaders.
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<b>Key indicator 3: Increased confidence, knowledge and skills of all staff in teaching PE and sport</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:	Funding allocated:	Evidence of impact: what do pupils now know and what can they now do? What has changed?:
To improve progress and achievement in all pupils by continuing to upskill staff. (new members this year)	Continue to plan and teach 1 lesson of P.E a week based on the progression maps. Continue to observe/ joint teach P.E lessons with our sports coach to gain knowledge and confidence.	£6475.00 for sports coach	Staff report increased confidence as they plan and teach more sessions, gaining ideas and knowledge from our sports coach.
Equipment purchased in order to continue teaching P.E with the correct resources.	Continually audit and check equipment. Replacing any broken or damaged resources. Buying new equipment to teach new skills to children.	£223.64	Improved quality of teaching with good resources. Football, tennis balls purchased.
			Sustainability and suggested next steps:
			To continue the employment of the sports coach to support staff in planning and team teaching.
			Continue to monitor and audit equipment.

<b>Key indicator 4: Broader experience of a range of sports and activities offered to all pupils</b>	Percentage of total allocation:

Intent	Implementation	Impact	
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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:
<p>Additional achievements:</p> <p>Forest school experiences for all the children. Being in the outdoors, being physically active and improving mental health and well-being.</p> <p>Children to have 6 sessions of Drumba to improve fitness levels, coordination and timing.</p> <p>Dance experience with a Strictly come Dancing star. (Robin Windsor) with support from local dance teacher Cheryl Lobo.</p>	<p>Employ a Forest school teacher. Plan physical activities such as den building, adventure walks etc with them. Purchase resources they may need.</p> <p>To organise and coordinate Drumba session for each class.</p> <p>Book and organise the dance day with Cheryl.</p>	<p>£1662</p> <p>£2475</p> <p>£895</p>	<p>Children have learnt more about the outdoors and the importance of nature and physical activity in helping us feel mentally ready for learning. Lunchtime access to forest school has enabled some pupils to have a more structured time allowing them to cope better with the academic learning in the afternoons.</p> <p>Children’s coordination and timing improved over the 6 sessions. They were physically active and heart rates increased significantly. Teachers reported better concentration in class following the sessions.</p> <p>The children enjoyed their experience and were very excited to be taught by a Strictly Professional. They were inspired to learn a new dance and some joined Cheryl’s dance classes in Bingham after the day. Attitudes towards boys dancing improved.</p>	<p>Continue with the employment of Forest school teacher with staff supporting and learning about how to deliver their own Forest school sessions.</p> <p>Book sessions for next year.</p> <p>Book another day next year.</p>

<p><u>Little wickets</u> curriculum and after school club for reception and year 1 children to improve coordination, ball handling skills and learn about a new team sport whilst having fun.</p> <p>Year 2s tag rugby sessions.</p>	<p>To organise and coordinate curriculum sessions and the after school club.</p> <p>Book and organise the sessions</p>	<p>£2145</p> <p>Free</p>	<p>Children learnt to dance in time to music and developed a range of new skills due to a different genre of dance. (ballroom/ Latin)</p> <p>The children now know the names of the pieces of equipment used in cricket. They understand how to play a simple game and hold a ball to bowl. Their coordination, batting and aiming has improved.</p> <p>The children learnt how to play tag Rugby. They found out about what it is like to play Rugby for a team from the Rugby playing coach. Spatial awareness, attacking and defending skills improved. They learnt how to move in different ways to avoid having their tags removed.</p>	<p>Employ Little Wickets to deliver sessions next summer.</p> <p>If possible employ Rugby coach to teach next year.</p>
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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:
For a whole school sports day – linked to the 2020/ 21 Olympics. Children to take part in a variety of Olympic style activities – including – javelin, shot put, gymnastics, relay, boccia. Learn the importance of sportsmanship and respect.	Organise for summer term.	£82.14 medals	All children took part in the competitive sports day. Supported by our junior school and sports coach. They understood the importance of being part of a team, working together to score points. They learnt about sportsmanship and losing respectfully. Parents attended this year	Repeat in Summer 2023
To continue to buy in to the school sport partnership with South Notts academy and join in with competitions organised by them, including sportshall athletics yr 1s. Multiskills competition (SEND)	Organise the buy in option payment. Carry out risk assessments Send letters to parents. Organise transport and take part in events.	£200.00	Unable to attend outside competitive event due to covid outbreak.	Hopefully we will be able to attend next year.
Toothill athletics competition. Year 2's	Choose pupils to attend based on athletic ability. Utilize coach for extra training 3 weeks before competition during lunchtimes to enhance and improve athletic skills. Contact parents for permissions	Free	12 year2 pupils took part with children from our junior school. They showed resilience and determination to succeed and won and lost respectfully.	Repeat in summer 2023

Signed off by	
Head Teacher:	<i>S. Adams</i>
Date:	July 2022
Subject Leader:	A E Jacques
Date:	July 2022
Governor:	KAA
Date:	July 2022