

# 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	<b>£0</b>
Total amount allocated for 2020/21	<b>£17,772</b>
How much (if any) do you intend to carry over from this total fund into 2021/22?	<b>£0</b>
Total amount allocated for 2021/22	<b>£17,810</b>
Total amount of funding for 2021/22. To be spent and reported on by 31st July 2022.	<b>£17,810</b>

## 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:	
			%	
Intent	Implementation	Impact	Sustainability and suggested next steps:	
<p><i>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</i></p>	<p><i>Make sure your actions to achieve are linked to your intentions:</i></p>	<p><i>Funding allocated:</i></p>	<p><i>Evidence of impact: what do pupils now know and what can they now do? What has changed?:</i></p>	<p><i>Sustainability and suggested next steps:</i></p>
<p>Offer sports clubs to all children who are attending school Encourage and support uptake of places at sports club for Pupil Premium, SEND and other disadvantaged children</p>	<p>Advertise sports clubs to all children who are attend school. Communicate directly with families whose children are PP or who may be disadvantaged in other ways.</p> <p>Lunchtime Playball club offered for Reception children who do not attend after school clubs</p> <p>Ensure children with SEND have access and the necessary support to gain from the clubs through liaison with parents and club staff. Provide additional staff where needed</p>	<p>£0</p> <p>£0</p> <p>£0</p>	<p>All children with EHCPs attended school during partial closure period and participated in additional physical activities.</p> <p>4 Children with EHCPs attended breakfast and after school clubs which promote physical activity.</p> <p>1 parent took up offer of paid place in sports club</p>	<p>Football and playball clubs to continue to be delivered.</p> <p>Approach managers of the clubs before each term to identify places to be secured for disadvantaged children</p> <p>Approach families directly during the term before next term booking arrangements</p> <p>Continue to liaise with club staff to ensure understanding of need and capacity to support children with additional needs.</p>
<p>Improve % children walking or riding or scooting to get to school and back home again</p>	<p><b>Golden Boot Project</b> Advertise through newsletter and encourage through daily data collection and discussion in the classroom. Generate competition</p>	<p>£0</p>	<p>There has been an increase in the number of children who actively travel to and from school.</p>	<p>Continue to advertise with banner, newsletter, children engaged and excited and talk about it at home. Publish data more regularly</p>

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<p>Increase activity during the school day Through planned exercise which is additional to PE lessons:</p> <ul style="list-style-type: none"> <li>• Class exercise routines</li> <li>• Twice weekly whole class running sessions</li> <li>• Active playtimes</li> </ul>	<p>through class data collection, announcements in assemblies and in newsletters. Badges as reward</p> <p>-Children complete daily 'Wake Up Shake Up' exercises in the classroom</p> <p>-Whole class run on two days when the class does not participate in PE lessons</p> <p>-Additional Playground equipment so that children all have opportunity for using an individual piece of equipment in each class bubble during Covid 19 restrictions</p> <p>2 Additional LSAs during lunchtime playtimes -one in year R and one in year 1 to lead children in playing active games and use playground equipment</p>	<p>£0</p> <p>£0</p> <p>£1200</p> <p>£5498</p>	<p>Children are participating in 45-60 minutes extra physical activity every week</p>	<p>These activities are now timetabled and embedded in to the physical activity routine</p> <p>Need to ring fence budget for additional lsa staff for lunchtime play during annual budget planning- January-February.</p>
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Key indicator 2: The profile of PESSPA being raised across the school as a tool for whole school improvement				Percentage of total allocation: 0%
Intent	Implementation		Impact	
<i>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:</i>	<i>Make sure your actions to achieve are linked to your intentions:</i>		<i>Evidence of impact: what do pupils now know and what can they now do? What has changed?:</i>	<i>Sustainability and suggested next steps:</i>
Raise profile of importance of physical activity during the lockdown periods, periods of school closure and on return to school	Promote and provide link to Joe Wickes daily activity sessions Weekly planned activities as part of Remote learning planning Ensure daily PE for key worker and vulnerable children in school during partial closure periods Promotion of physical activity and individuals /class achievements through weekly newsletters Increase focus on PE and active playtimes and timetable it as a core subject on children's return to school	£0 £0 £0 £0 £0	Evidence of parents supporting physical activity at home during partial closure periods with uploaded photographs and feedback  Individual children completed individual physical challenges for charity  Despite bubbles and increasing rates of Covid we invited class groups of parents to see class physical and sorting activities. Whole class group completed physical challenges for charity	Continue to promote activity at home and school through science curriculum, through planned Pedals training for 2021-2022 and through sharing via newsletters and twitter evidence of physical activities at school

Key indicator 3: Increased confidence, knowledge and skills of all staff in teaching PE and sport				Percentage of total allocation:
				%
Intent	Implementation		Impact	
<i>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:</i>	<i>Make sure your actions to achieve are linked to your intentions:</i>	<i>Funding allocated:</i>	<i>Evidence of impact: what do pupils now know and what can they now do? What has changed?:</i>	<i>Sustainability and suggested next steps:</i>
To improve the confidence, skills and knowledge of our staff to allow high quality PE teaching to continue for future years.	Two afternoons per week our floating sports leader and PE specialist leads the outdoor team teaching PE lessons- influencing and guiding planning, activities and modelling good practice  Participation in the Premier Stars Sports scheme	<b>£8974.00</b>	Teachers' confidence increased and consistency of approach is evident Teachers and LSA staff able to lead whole class skipping lessons by following microscopic steps plan.  School received reward points and equipment	Ensure floating Sports leader and Specialist PE teacher continues to teach one afternoon each week alongside teachers in year one to continue to guide and model good practice Put PE on monitoring schedule for Spring 2022 to further evaluate and improve.
Key indicator 4: Broader experience of a range of sports and activities offered to all pupils				Percentage of total allocation:
				%
Intent	Implementation		Impact	
<i>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:</i>	<i>Make sure your actions to achieve are linked to your intentions:</i>	<i>Funding allocated:</i>	<i>Evidence of impact: what do pupils now know and what can they now do? What has changed?:</i>	<i>Sustainability and suggested next steps:</i>
To ensure all pupils have an opportunity to participate in a wide range of sports and activities, with the right equipment and training	Organise Pedals Training for year One and Two to encourage increased and safer use of cycling and riding a scooter  Purchase equipment to allow a range of sports and activities to take place: hockey sticks, skipping ropes, cricket bats- sufficient to ensure	<b>£900 allocated but £0 Spent</b>  <b>£1100</b>	This had to be cancelled due to Covid 19 Restrictions  Children have been able to experience new sports such as cricket, hockey and skipping during playtimes and PE lessons due to the	Book for year one and two next year if possible  Continue to consider the carefully planned use of additional equipment which inspire new skills to be taught in

	<p>use by separate bubbles during Covid 19. Promotion of Play ball Club and subsidy for disadvantaged children</p> <p>See key indicator 1</p>		<p>additional equipment bought and received through the Sports Premium funding and Premier Stars Programme. The Orchard won the Premier League trophy for a day in response to our successful involvement in the Premier Stars wider curriculum programme. This has inspired and excited the whole school community about sport!</p>	<p>PE and additional practice during playtimes.</p> <p>Continue to participate in the Premier Stars programme.</p>
	<p>Organise Dance Residency for year two children so they all experience putting together a performance with a Professional Performer and learn to improve dance and movement skills in a performance context</p>	<p><b>£1000</b></p>	<p>Children were enthused and improved timing, poise, strength, following of instructions and working collaboratively during the residency</p>	<p>Book Professional Performer for Year One and Year Two for next academic year. Ring fence Sports Premium Funding for this purpose.</p>



Key indicator 5: Increased participation in competitive sport				Percentage of total allocation:
				%
Intent	Implementation		Impact	
<i>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:</i>	<i>Make sure your actions to achieve are linked to your intentions:</i>	<i>Funding allocated:</i>	<i>Evidence of impact: what do pupils now know and what can they now do? What has changed?:</i>	<i>Sustainability and suggested next steps:</i>
Children to take part in competitive sporting events available to them	<p>Participate in mini league football and netball competition for year two children</p> <p>Whole School Sports day incorporating competition against other class teams and also competition to improve speed and efficiency during team games.</p>	<p>£0</p> <p>£0</p>	<p>Cancelled due to Covid 19</p> <p>All children were able to take part with confidence and enjoyment in separate class sports activities which had been altered to fit COVID guidelines. It was clear to see the improved skill in areas such as ball control, team work, skipping, improved concentration and listening.</p>	<p>Organise participation in Year 2 Football and Netball tournament at local school (March) that was unable to take place due to COVID last year.</p> <p>Initiate contact with our Voice Trust Schools to explore Infant competitive sports events to increase opportunity</p>

## ACTION PLAN FOR 2021-2022

Intent	Implementation	Funding	Impact	Sustainability
<p><i>What we want to achieve in improving PE provision.</i></p> <p><i>What we want the children to know and be able to do, to learn and to consolidate through practice</i></p>	<p><i>Actions to achieve intentions</i></p>	<p>£</p>	<p>What do children know and what can they do?</p>	<p>What are the next steps to ensure this can be sustained?</p>
<p><b>Key Indicator 1: To improve the engagement of all children in physical activity:</b></p>	<p>Promote after school club provision</p> <p>Subsidise after school club provision for disadvantaged children</p> <p>Ensure children with SEND can access and attend after school club provision</p> <p>Ensure daily wake up shake up exercise routines included in daily provision</p> <p>Ensure additional LSA in playground during lunchtimes in yr R to ensure physically active playtimes</p> <p>Additional Equipment to ensure active playtimes- for mainstream and pine classes</p> <p>Ensure twice weekly run incorporated in timetabled provision</p>	<p><b>£3077</b></p> <p><b>£0</b></p> <p><b>£0</b></p> <p><b>£3506</b></p> <p><b>£1889</b></p>	<p><b>To be reviewed in Autumn 22</b></p>	<p><b>To be reviewed in Autumn 22</b></p>

<p><b>Key Indicator 2: To further improve the profile of PESSPA being raised across the school as a tool for whole school improvement</b></p>	<p>Use Twitter account and weekly newsletters to promote and celebrate sporting and physical activities-</p> <p>The twice weekly run, gardening, Premier Trophy Day Tweet local football heroes/heroines- Luke Shaw and Fran Kirby</p> <p>Use outdoor learning and physical activity to support teaching of literacy, mathematics, science and geography- PE leader to liaise with other subject leaders to develop these aspects in schemes of work</p>	<p>£0</p> <p>£0</p> <p>£0</p>	<p>To be reviewed in Autumn 22</p>	<p>To be reviewed in Autumn 22</p>
<p><b>Key Indicator 3: To increase confidence, knowledge and skills for all staff in teaching PE and Sport</b></p>	<p>Floating PE Specialist to lead and model team teaching of PE one afternoon each week in year one</p> <p>Purchase updated Val Sabin planning materials with cds</p> <p>PE Observations and Feedback Spring Term 2022 with the Head Teacher</p> <p>Purchase Val Sabin Training for Spring Term 2022</p>	<p>£4487 1x pm per week</p> <p>£ 251</p> <p>£ 600 3x pm release for PE subject lead</p> <p>£1100</p>	<p>To be reviewed in Autumn 22</p>	<p>To be reviewed in Autumn 22</p>
<p><b>Key Indicator 4: To broaden range of activities and sports available to all children</b></p>	<p>Pedals Training Spring Term 2022 for year one and two children</p> <p>Dance Residencies for year one and two children- Summer term 2022</p>	<p>£900</p> <p>£2,000</p>	<p>To be reviewed in Autumn 22</p>	<p>To be reviewed in Autumn 22</p>

<b>Key Indicator 5:</b> <b>Increase opportunities for competitive sport for all children</b>	Organise participation in Weston Green football and netball year 2 competitions- Spring Term Initiate Voice Trust mini league for year one and two children- Summer Term Sports Day for all children- Summer Term	<b>£0</b>	<b>To be reviewed in Autumn 22</b>	<b>To be reviewed in Autumn 22</b>
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<b>Signed off by</b>	
<b>Head Teacher:</b>	<b>Carol Rusby</b>
<b>Date:</b>	<b>8.10.21</b>
<b>Subject Leader:</b>	<b>Darrell Lavall</b>
<b>Date:</b>	<b>8.10.21</b>
<b>Governor:</b>	<b>Mark Waters</b>
<b>Date:</b>	<b>11.10.21</b>