

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](#).



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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	£0
How much (if any) do you intend to carry over from this total fund into 2021/22?	£0
Total amount allocated for 2021/22	£16,700
Total amount of funding for 2021/22. To be spent and reported on by 31st July 2022.	£16,700

Swimming Data

Please report on your Swimming Data below.

<p>Meeting national curriculum requirements for swimming and water safety. 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. 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>	No pupils currently attend the school in Year 6.
<p>What percentage of your current Year 6 cohort swim competently, confidently and proficiently over a distance of at least 25 metres? 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. Please see note above</p>	No pupils currently attend the school in Year 6
<p>What percentage of your current Year 6 cohort use a range of strokes effectively [for example, front crawl, backstroke and breaststroke]? Please see note above</p>	No pupils currently attend the school in Year 6.
<p>What percentage of your current Year 6 cohort perform safe self-rescue in different water-based situations?</p>	No pupils currently attend the school in Year 6.
<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>	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: 2021/22		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: 15%
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:
Purchasing of equipment to increase the engagement of children in outdoor learning and active play. <ul style="list-style-type: none"> To improve the gross motor skills, balance, strength, co-ordination, climbing and jumping skills of children To improve, creativity, team work and problem-solving skills of children To provide storage for any equipment to ensure it lasts 	Children will be motivated to engage in an increase of fine and gross motor activities during playtimes through the use of new equipment, both on the playground and in classroom outside areas.		£2,495	Outcomes show that fine and gross motor skills across the school have improved. In Year R, 98% of pupils met the early learning goal for 'Gross Motor' at the end of the year and 94% of children met the early learning goal for 'Fine Motor' across the school. Observations of lunchtime, playtime and independent time show that children are being active and engaging with the equipment purchased, working together to participate in creative play.	Continued teaching of the children in how they can engage with the equipment to play collaboratively and creatively. Modelling from staff of ideas the children could incorporate in to their play.
Key indicator 2: The profile of PESSPA being raised across the school as a tool for whole school improvement					Percentage of total allocation: 18%

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:
<p>To promote and embed opportunities for physical activity throughout the curriculum (cross-curricular links) to support all-round health including emotional well-being.</p> <p>To develop staff awareness of physical development in early childhood and how barriers to learning/gaps in development that have emerged as a result of COVID school closures can be effectively addressed as children move into KS1.</p> <p>To improve well-being through play and to address issues identified from 2 periods of sustained lockdown on children with regard to their social skills and mental health</p> <ul style="list-style-type: none"> • To develop skills of creativity, challenge and problem solving • To improve behaviour during playtime by increasing opportunities for play and providing children with skills and strategies; 	<p>To provide staff training from within the Wildern Academy Trust to promote physical activity throughout the curriculum.</p> <p>Early childhood physical development training for all staff. Mentoring from SLT to support with implementation of physical development activities in to KS1 outside areas and activities.</p> <p>Purchase of additional resources to support with physical development activities across KS1.</p>	<p>£0</p> <p>£575</p> <p>£2,500</p>	<p>Staff are more confident with delivering effective PE lessons, knowing how to build on prior knowledge and develop skills in a range of disciplines. The PE curriculum is coherent and well planned.</p> <p>All staff have a better awareness of how children develop physically from early childhood and so can tailor support for individual children to meet specific needs.</p> <p>Activities planned during independent learning time in Year R and Year 1 are more targeted at developing specific gross and fine motor skills.</p> <p>A wider range of sports are now taught through PE, allowing children to experience a range of different sports and apply their skills in different contexts. This is leading to better outcomes in PE as pupils are more effectively embedding their skills.</p>	<p>Ongoing development and training for new members of staff and those lacking confidence/expertise in PE.</p> <p>Development of the role of PE subject leader to develop in-school expertise to support colleagues.</p>

<ul style="list-style-type: none"> To improve skills of adults in supporting more creative, open ended play. 				
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Key indicator 3: Increased confidence, knowledge and skills of all staff in teaching PE and sport Percentage of total allocation:
30%

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 the knowledge, understanding, skills and confidence of all school staff in Year 1 (teachers, trainee teachers and HLTAs) in delivering effective PE and sport lessons that develop skills in a logical progression.	Sports coaching in Year 1 – 1 hour per class per week for the whole academic year – school staff to observe and team teach alongside the coach.	£2,700	Outcomes in PE in Year 1 are excellent, with 93% of children assessed as at age related expectations at the end of the year. Pupil interviews show that pupils feel they have developed their skills and understand how they can apply them to games they play. Pupils report they enjoy PE lessons and play many of the games from their lessons in their free time both at school and at home.
To develop staff understanding of specific skills and techniques used to teach Dance.	Dance Coaching for Year R pupils – 1 half term, with staff working alongside the coach to observe, then implement techniques used.	£440	Staff report feeling more confident in teaching PE – working alongside qualified experts means they can have individual coaching on specific areas of their practice and time to practise skills within lessons.
To support with staff confidence in understanding skills and knowledge progression in PE, through delivering a PE scheme written by experts.	Purchase of a PE scheme for staff to deliver.	£1,800	Expansion of the coaching programme to other year groups to ensure as many children and staff as possible benefit from expert support. Develop the provision of dance throughout the school through tailored sessions from coaches to support staff in planning and delivering engaging and effective schemes of work.

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:
To extend the range of resources within school to enhance and extend the range of sports on offer to pupils. To provide pupils with opportunities to practice and apply the sporting and physical skills they have learnt during their independent play time.	Purchase of new PE and sports equipment to support lessons. To include: <ul style="list-style-type: none"> • Hockey sticks • Tennis Racquets • Tag Rugby Equipment • Gymnastics apparatus (new benches and tables) Purchase of new playground equipment, focusing on developing skills of motor co-ordination (bats, balls, resources to throw and catch).	£5, 130	Observations of lunchtime, playtime and independent time show that children are being active and engaging with the equipment purchased, working together to participate in creative play. Pupils report they play many of the games from their lessons in their free time both at school and at home. An increased range of sports on offer at school, offering more challenge to a wider range of pupils.	Development of staff knowledge in new sports being taught to enable them to offer extra-curricular clubs in a wide range of sports for all pupils.
Key indicator 5: Increased participation in competitive sport				Percentage of total allocation:
				6%
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:

Although there are currently very limited opportunities for competitive activities within the local area due to the age of our pupils, to develop provision of specialist coaching outside of school hours to begin to develop school teams.	Enhance the range of after-school clubs on offer to enable children to participate in competitive activities after school.	£1,050	After school clubs in dance and PE are well attended by a range of children and they have run throughout the year. Funding has enabled some families to access this expert coaching.	Continued development of a wider range of clubs. As the children grow, engagement in competitive activities and development of school teams.
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Head Teacher:	<i>Tamsin Sillars</i>
Date:	1.7.2022
Subject Leader:	Tamsin Sillars
Date:	1.7.2022
Governor:	
Date:	