

Evidencing the impact of the Primary PE and sport premium

Website Reporting Tool

Revised July 2021

Commissioned by



Department
for Education

Created by



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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	£5462
Total amount allocated for 2020/21	£16,780
How much (if any) do you intend to carry over from this total fund into 2021/22?	£7006
Total amount allocated for 2021/22	£16,650
Total amount of funding for 2021/22. To be spent and reported on by 31st July 2022.	£23,656

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>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>	N/A
<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 2020.</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>What percentage of your current Year 6 cohort perform safe self-rescue in different water-based situations?</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 over and above the national curriculum requirements. Have you used it in this way?</p>	N/A

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: 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:
Ensure that children have access to sufficient and appropriate equipment that supports development of skills.	<p>PE lead to audit PE equipment needed for each unit and order what is required for the next academic year.</p> <p>PE coach to evaluate and audit equipment in line with the units of they have already taught- Is there anything else they needed?</p> <p>Equipment has been bought and is being used to support the teaching of PE.</p> <p>PE store cupboard to be monitored by sports lead to ensure that equipment is being stored correctly to ensure longevity of investment.</p>	£5000	<p>Resources have been audited and P.E budget used to replenish and replace PE equipment.</p> <p>PE coach ensure that PE lead knows of any additional resources and equipment needed for quality sessions to be taught.</p> <p>Children are able to talk and present like a sports person due to the equipment and resources used in PE session.</p> <p>Children engage in PE sessions using quality resources.</p> <p>PE coach, teachers and leaders are aware of the 30:30 agenda</p>	<p>PE lead to continue to evaluate the effectiveness of existing resources and liaise with sports coach to ensure school have the necessary equipment.</p> <p>PE lead to monitor the teaching of PE to ensure maximum and appropriate use of quality equipment.</p> <p>PE coach and PE lead to ensure that quality equipment continues to be stored appropriately to ensure longevity of investment.</p> <p>PE lead to continue to develop schemes of work that use the quality resources bought.</p>

<p>Provide children with opportunities to become physically confident in a way which supports their health and wellbeing, and fitness.</p>	<p>PE equipment ensures planned schemes are being delivered to a high standard.</p> <p>Quality resources and equipment bought for outdoor provision sheds in order to promote physical fitness and activities.</p> <p>Sports coach to lead physical activities during lunch time play in order to promote the 30:30 agenda.</p> <p>Quality resources and equipment bought for outdoor sheds in order to promote physical fitness and activities.</p> <p>PE lead to ensure that staff are aware of the 30:30 agenda and children have opportunities to become physically active outside of their PE sessions.</p> <p>Featherstone Rovers Sports coach to provide Lunchtime Physical activities</p>	<p>£1667.00</p>	<p>KS1 rota made for tidying up and storing the shed resources at the playtime.</p> <p>Outdoor play equipment was audited and further resources added. The impact on children is that there has been more physically active playtimes and lunchtimes. Children have access to better resources which has encouraged them to take part in active and purposeful play at break times.</p> <p>Children spend 30 minutes a day engaging in adult led games and activities at lunch time.</p> <p>Teachers use shed equipment (e.g. scrap shed/ maths shed/ Parachute) during and in between learning times.</p> <p>Teacher use resources such as cosmic yoga and go noodle in class as a tool to support physical fitness and wellbeing.</p>	
<p>Key indicator 2: The profile of PESSPA being raised across the school as a tool for whole school improvement</p>				<p>Percentage of total allocation:</p>
				<p>58%</p>
<p>Intent</p>	<p>Implementation</p>		<p>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 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 the importance of PE and exercise and the health benefits.</p> <p>Provide children with opportunities to become physically confident in a way which supports their health and wellbeing, and fitness.</p> <p>Children talk, learn and present like a sportsperson.</p> <p>The explicit teaching of subject specific vocabulary and definitions that an athlete would use.</p>	<p>Skilled PE coach to lead all school PE sessions.</p> <p>Ensure children come to school in their PE kits on their PE day to ensure maximum use of PE time (not time spent changing).</p> <p>Opportunities for school sports/extra-curricular sports to take place post Covid-19 restrictions.</p> <p>PE lead to refine tiered vocabulary for each unit of work and ensure PE coach is aware of these and uses this vocabulary in their teaching.</p> <p>PE lead to monitor the revisit/review taught across the</p>	<p>£9,471</p>	<p>Pupil voice demonstrates the benefits of attending school in kits/ maximum PE time.</p> <p>Sufficient time is spent during PE on the progression of skills as well as reviewing and developing knowledge. Children are able to talk and present as a sportsperson.</p> <p>More time for lessons as no changing time at either side and prevents forgotten kit. Most children come to school wearing the correct kit and feel comfortable enough to fully participate.</p> <p>Due to covid-19, extra-curricular sporting activities or out of school sports competitions have no taken place this academic year.</p> <p>Pupil voice and observations did not take place due to COVID-19 restrictions.</p> <p>Vocabulary cards made and used in PE sessions. Feedback from</p>	<p>Continue to promote the importance of wearing our PE kits. PE lead to continue to liaise with PE coach in order to share knowledge children have access to high-quality PE lessons.</p> <p>Extra-curricular activities and out of school sporting events to be planned into 2021-2022 calendar.</p> <p>High expectations of vocabulary to continue. Observations of revisit/review to take place in 2021/2022.</p>

	<p>school and ensure refined vocabulary is reviewed and used and that there is a high expectation of this from the children.</p> <p>PE lead to take pupil voice across school.</p> <p>PE lead to create vocabulary flash cards with dual coding symbol, to be used in PE sessions.</p>		<p>teachers implies that children are understanding and using core vocabulary within their PE sessions.</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:
				9%
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>Ensure that teachers and other adults are confident to deliver the PE curriculum using the Rosenshine's pedagogy.</p> <p>To ensure staff are consistent in the teaching of PE.</p>	<p>PE Lead to audit teacher confidence in the delivery of the PE curriculum and provide training as a result of this.</p> <p>PE lead to develop Rosenshines teaching strategies for PE and share these with teachers in order for them to use in lessons.</p> <p>PE lead to provide staff with high-quality schemes of work to support in their delivery of PE through the Rosenshines principles.</p>	£1500	<p>Staff PE audit has not taken place but discussions have taken place during PDM that implied staff to be less confident in the teaching of dance.</p> <p>Pupil voice shows that the Rosenshines principles are developing the children 'knowing more, remembering more'.</p> <p>Feedback from teachers has implied that schemes planned by PE lead are easy to follow and support knowledge of teachers</p>	Skilled PE coach appointed in 2021/2022. Audit to be carried by PE lead and PE coach and training to be organised in the new academic year. Pe lead to Liaise with PE coach and ensure that teaching follows the Rosenshines principles.

				organise external competitions.
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Key indicator 5: Increased participation in competitive sport				Percentage of total allocation:
				8%
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:
Children will take part in many different sporting activities, co-operative sports and competitive sports, whether this be against themselves (personal best) or others to embed values such as fairness, respect, responsibility and determination and also develops a love for sports.	<p>Organise sporting events with the Featherstone Pyramid schools.</p> <p>Plan ahead for coach costs to ensure that we can send teams to the events and compete with other schools.</p> <p>Organise inter-school competitions.</p> <p>Plan after school clubs in line with the sporting events which will be coming up in the year.</p> <p>Make sure pupils are aware of the events in school and that the interest in school sport is embedded.</p> <p>PE lead to ensure competitive elements are planned into schemes of work.</p>	£1000	<p>Children enjoy healthy competition with their PE lessons and understand values such as fairness and respect when doing so.</p> <p>COVID-19 restrictions meant that none of these actions took place.</p>	<p>Organise sporting events with the Featherstone Pyramid schools.</p> <p>Plan ahead for coach costs to ensure that we can send teams to the events and compete with other schools.</p> <p>Organise inter-school competitions.</p> <p>Plan after school clubs in line with the sporting events which will be coming up in the year.</p> <p>Make sure pupils are aware of the events in school and that the interest in school sport is embedded.</p> <p>PE lead to continue ensure competitive elements are planned into schemes of work.</p>

Signed off by	
Head Teacher:	Jane Littlewood
Date:	09/11/21
Subject Leader:	Sophie-Jo Smith
Date:	09/11/21
Governor:	
Date:	