

# 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	£0
Total amount allocated for 2020/21	£
How much (if any) do you intend to carry over from this total fund into 2021/22?	£0
Total amount allocated for 2021/22	£17,840
Total amount of funding for 2021/22. To be spent and reported on by 31st July 2022.	£17,840

## 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 2021.</p> <p>Please see note above</p>	90%
<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>	75%
<p><b>What percentage of your current Year 6 cohort perform safe self-rescue in different water-based situations?</b></p>	90%
<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: 2021/22	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:
<p>*All class have 2 hours curriculum PE every week: one lesson indoors, one outdoors where possible</p> <p>*All classes (both key stages) have a 6-week block of swimming lessons per year</p> <p>*Extra-curricular sports clubs are provided at lunchtime and after school</p> <p>*Access to sports/games at lunchtime through 'Better Lunchtimes Mark' activities – supervised, timetabled sessions to ensure all children have opportunities to enjoy being active every day</p> <p>*Purchase sports equipment to ensure adequate provision for lessons, clubs and lunch times</p>	<p>*2 hours of curriculum PE each week for all classes, including indoor and outdoor activities</p> <p>*All children (both key stages) receive a 6-week block of high-quality swimming lessons</p> <p>*A variety of sports clubs are run at lunchtime and after school with provision to cover all year groups</p> <p>*Ensure that lunchtime supervisors are trained and able to confidently deliver a range of timetabled activities with the provision of appropriate resources and facilities</p> <p>*New equipment is purchased/used to ensure and improve provision in classes, clubs and lunch times</p>	<p>Sports Equipment £1,546.80</p> <p>NWLSSP sign up £6,905.00</p> <p>Travel costs: £1,710.00</p>	<p>*All children had 2 hours of high-quality curriculum PE every week (indoor or outdoor)</p> <p>*All classes attended a 6-week block of high-quality swimming lessons</p> <p>*Extra-curricular clubs run: cross country, football, tag rugby, cricket, netball</p> <p>*All children had access to activities of their choices every lunchtime (football, basketball, dodgeball, skipping, balance skills, etc)</p> <p>*New equipment was purchased improving provision and supply in PE lessons, clubs and at lunchtimes</p>	<p>*Ensure all classes continue to have 2 hours of high-quality curriculum PE every week</p> <p>*6-week block of high-quality swimming lessons booked for next year</p> <p>*A wide range of sports are offered through timetabled extra-curricular club provision</p> <p>*Timetabled sports and activities continue, providing all children with the opportunity to be active at lunchtime</p> <p>*Old/damaged equipment is replaced as required. Additional equipment purchased for new activities as required</p>

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<p>*Sports festivals &amp; events entered to provide opportunities for competition with other schools and children</p> <p>*Forest School activity sessions for all classes – 5-week block per year</p>	<p>*Enter sporting events and festivals (competitive and introductory) – NWLSSP provided, school led</p> <p>*Programme Forest School sessions into the classes curriculum and PE timetables to ensure equal and appropriate opportunities for all children to develop physical and problem solving skills in an outdoor learning environment</p>		<p>*Children across both Key Stages took part in a range of events and competitions throughout the year</p> <p>*Every child provided with opportunity to experience a new sport/given links to external clubs (Years 1 &amp; 2 Multi-sports as well as KS competitions and festivals)</p> <p>*All classes received Forest School sessions to provide active learning in an outdoor environment</p>	<p>*Children across both key stages have the chance to take part/compete in a wider range of events as Covid restrictions are lifted</p> <p>*Forest School curriculum provision is maintained across the school for each year group</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: %
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>*PE noticeboard to show when clubs are running and to celebrate success of school teams and individuals</p> <p>*PE/sports news shared on the School's fortnightly newsletter</p> <p>*PE/sports news shared on the School's internal television monitors</p> <p>*Sports success in inter-school competitions and events celebrated in assemblies</p> <p>*iPads are used to take and share photos of children in action</p> <p>*Children have the opportunity to lead activities in PE their lessons and at extra-curricular clubs</p> <p>*Active travel promoted to all years</p> <p>*School Games Championships held - events run by Year 5 Sports Coaches</p> <p>*End of year Sports Days for each key stage</p>	<p>*Keep noticeboard up-to-date with relevant information, photos, etc displayed throughout the year</p> <p>*Ensure that all sports activities are covered in newsletters and on-line assemblies</p> <p>*Assemblies, newsletters and school TV monitors lead on ways to promote active travel to school – walking, cycling, scootering</p> <p>*iPads used to show demonstrations and success before, during and after lessons for quick feedback on performance</p> <p>*All children are given the opportunity to lead sessions or skills in lessons and extra-curricular clubs when they feel confident to</p> <p>*School Games competition held</p> <p>*Sports Days for each key stage held (parents invited to watch)</p>	<p>Medals and engraving £15.00</p>	<p>*A variety of sports clubs run each week/term and registers show they are well attended</p> <p>*Participants and others in school can see evidence of success on the noticeboard, in newsletters, assemblies and on TV monitors</p> <p>*Children reported self-esteem was boosted by sporting success</p> <p>*Children in both key stages competed in a variety of inter-school events</p> <p>*Children were inspired by 'role model' older pupils to participate and some now have ambition to lead in the future</p> <p>*School Games Championships included as part of Commonwealth-themed transition days</p> <p>*End of year Sports Days for each key stage successfully run and attended by parents</p>	<p>*Noticeboard and TV monitors are kept up-to-date with club news and photos</p> <p>*Newsletters report on and promote participation/success</p> <p>*iPads are used effectively to update website and social media where appropriate</p> <p>*Sports success is celebrated in assemblies</p> <p>*iPads are used by children and teachers to reflect on performance in lessons and provide opportunity for self-evaluation</p> <p>*Children have greater skills &amp; confidence when competing in and leading sports events, including PE lessons &amp; clubs</p> <p>*School Games Championships and Sports Day are held and have children leading events and sessions where applicable</p>

Key indicator 3: Increased confidence, knowledge and skills of all staff in teaching PE and 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:
<p>*3 PLT training sessions with SSP per year and feedback given to all other teachers in staff meetings</p> <p>*SSP coach provides specialist coaching for all classes and teachers/TAs for 2 half-term blocks of lessons over the academic year</p> <p>*SSP coach provides specialist coaching in extra-curricular clubs</p> <p>*PE lessons are well planned and effective to ensure all children have the opportunity to advance their skills</p> <p>*A wider range of lessons and skills are taught as teacher skills and confidence enables them to teach more sports/skills</p>	<p>*3 PLT sessions attended and relevant details/feedback shared with other teachers</p> <p>*CPD and coach support are provided for all staff teachers and TAs</p> <p>*Children receive specialist coaching and teachers/TA receive CPD coaching and support across different sports/activities in PE lessons and extra-curricular club sessions (football, tag rugby, cricket, Woody's morning sessions)</p> <p>*Lesson plans are shared between SSP coach, teachers and TAs to support provision and skill development for all</p> <p>*Resources and equipment are bought/available to support a wider range of activities</p>	<p>£6905.00 SSP</p> <p>PLT supply cover</p> <p>3 x £100 (half day)</p> <p>1 x £200 (full day)</p> <p>Lunchtime training</p> <p>£1,558.20</p>	<p>*PLT training sessions attended and new/relevant information and skills shared with all staff</p> <p>*Staff feel more confident when teaching a range of skills, sports and lessons as a result of receiving high quality CPD</p> <p>*Children enjoyed the opportunities to experience high quality coaching in PE lessons and extra-curricular club sessions (Years 4, 5 &amp; 6)</p> <p>*Lunchtime supervisors trained and confident to lead activities</p>	<p>*maintain level of coaching CDP support from SSP next year</p> <p>*1 x sports/games specific CPD training session timetabled in and provided by SSP</p> <p>*Timetable extra-curricular club sessions to provide additional 30 minutes of activity AND to prepare for competition opportunities and participation</p> <p>*All staff given the opportunity to lead/be involved with PE lessons and clubs/events</p>

<i>Key indicator 4: Broader experience of a range of sports and activities offered to all pupils</i>				Percentage of total allocation:
<i>Intent</i>	<i>Implementation</i>		<i>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:	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> <ul style="list-style-type: none"> <li>*Children have the opportunities to experience a range of activities and sports in PE lessons, clubs and competitions and festivals</li> <li>*Children have the opportunity to attend Woody's Wrap Around Care Club which provides a wide range of sports and physical activities</li> <li>*Extra-curricular sports clubs to provide opportunity and specialist training for all children</li> <li>*Children from Year 5 taken to help with on-the-day organisation at the Area Athletics event</li> <li>*Club Activ8 membership provided for all children</li> </ul>	<ul style="list-style-type: none"> <li>*Children in all year groups have the opportunity to try something not usually provided in PE</li> <li>*Children experience high quality, specialist teaching</li> <li>*Lessons with specialist coaching timetabled to accommodate all classes throughout the year</li> <li>*Before and after school sports and physical activity provision available for all children in Woody's</li> <li>*Timetable and posters produced to promote a variety of sports clubs, including those with the potential for competing against other schools in matches and festivals</li> <li>*Year 5 children have the opportunity to be involved in the running of a large, multi-school competition</li> </ul>	<ul style="list-style-type: none"> <li>Travel costs: £795.00</li> <li>Staffing: Wrap Around Care Sports Lead £4,500</li> <li>Club Activ8 membership: £310.00</li> </ul>	<ul style="list-style-type: none"> <li>*All children had the opportunities to experience new sports in both PE lessons and extra-curricular clubs</li> <li>*Activities were chosen to suit a wide range of abilities, including for those with physical disabilities</li> <li>*Woody's sessions well attended</li> <li>*Extra-curricular clubs run for all children</li> <li>*Children had the opportunity to lead and volunteer to help with sports provision for others in school</li> <li>*10 Year 5 children experienced volunteering and helping to run events at the NWL Area Athletics competition (28 schools)</li> </ul>	<ul style="list-style-type: none"> <li>*Children with a range of abilities are given the opportunity to participate and compete in a variety of different activities</li> <li>*Previously non-active children provided with the opportunities and encouragement to participate</li> <li>*Bronze Ambassadors to run Level 1 competitions based on new/different sports that are inclusive for all abilities</li> <li>*All children offered the chance to lead skills or volunteer to support others in PE lessons and club sessions</li> <li>*Provision of intra and inter-school events and competitions</li> <li>*Children selected to help at the Area Athletics in June 2023</li> </ul>



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:
<p>Children had the opportunity to take part and/or compete in:</p> <p><u>KS1</u> (inter-school)  Multi-skills (festival)  Multi-sports (festival)  Gymnastics (competition)</p> <p><u>KS2</u> (inter-school)  Kirby Shield Football (competition)  Rose Bowl Football (competition)  Girls Football (festival)  Girls football (competition)  Tag Rugby (competition)  Dodgeball (festival)  Indoor athletics (competition)  Basketball (competition)  Gymnastics (competition)  Swimming gala (competition)  Orienteering (competition)  Quick sticks hockey (competition)  Dynamo cricket (competition)  Netball (competition)  Area Athletics (competition)</p>	<p>*Competitions and festivals are entered and teams/participants selected</p> <p>*Children receive in-class pre-event training and coaching</p> <p>*Children experience trying a new sport or set of skills in a non-competitive environment</p> <p>*Children experience appropriate level competition, learning how to win and lose in a sporting manner</p> <p>*Participation and success is celebrated in assemblies, newsletters and TV monitors</p>	<p><b>Travel costs:</b>  £795.00</p>	<p>*Children across all key stages attended sports events suitable to their ability and experience</p> <p>*Children who have never represented school in a competition have the opportunity to do so</p> <p>*Children compete competitively and fairly across a range of sports</p> <p>*Events success:  Tag Rugby – Coalville section winners; NWL runners-up  Kirby Shield – semi-finalists  Year 2 Gymnastics – winners  Netball – semi-finalists  Area Athletics – 2 bronze medallists</p>	<p>*Ensure that at least 2 teams participate in all SSP events entered</p> <p>*Provide opportunities for more staff to be involved with club provision/event support</p> <p>*Open links with more outside clubs to widen the provision of opportunity for all children to try new or previously experienced sports</p> <p>*Ensure inclusive sports competitions are entered to provide opportunities for all abilities</p> <p>*Monitor the up-take and participation rates of non-sports children ensuring that all have the opportunity and encouragement to take part</p>

Signed off by	
Head Teacher:	Patrick Mullins
Date:	
Subject Leader:	Susie Williams
Date:	
Governor:	Scott Young (Chair)
Date:	