

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](#).



Details with regard to funding

Please complete the table below.

Total amount carried over from 2019/20	£0
Total amount allocated for 2020/21	£19182
How much (if any) do you intend to carry over from this total fund into 2021/22?	£0
Total amount allocated for 2021/22	£19478
Total amount of funding for 2021/22. To be spent and reported on by 31st July 2022.	£19478

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>	
<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 2021.</p> <p>Please see note above</p>	45%
<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>	55%
<p>What percentage of your current Year 6 cohort perform safe self-rescue in different water-based situations?</p>	70%
<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: £19478		Date Updated: 31 st July 2022	
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: %
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:
Afterschool clubs- St Michael's PE teachers- Children will increase their exercise time within a day and engagement in a particular sport.	<ul style="list-style-type: none"> -Ensure our own PE teacher has resources/schemes to gain ideas for clubs from, eg: PE passport. -Children are encouraged to attend from their teachers and during assemblies. -Every child from that year group can attend- 1:1 child is supported to attend during lunch breaks or have their own sessions tailored to them. -Variety of sports on offer that will engage different year groups. -Ensure letters go out to parents with plenty of notice. -Minimum charge to parents to encourage uptake. -Advertise the clubs during collective worship and by teachers to children. -Clubs to be run by familiar adults so 		£3900	<ul style="list-style-type: none"> -Register numbers have increased over the last year. We have had the most attendance this year compared to the previous few years. Therefore, a wider variety of children attending with an increased amount of exercise taking place by our children in a week. These numbers include an increase in pupil premium, SEN and less active children throughout the year. -Sports club leaders are commenting on the improved fitness and technique of their attendees with many talking of working towards upcoming competitions and equally hosting these at our school. This will keep them engaged and provide them 	<p>We have a large number of adults who volunteer to run clubs. If the PE funding were to end then the school would still be left with adults who volunteer their time to run clubs who help the PE teacher provide a wide variety of clubs. Therefore this provision will continue.</p> <p>Next steps: Encourage children to continue to come to the afterschool clubs. Continue to advertise and give parents plenty of warning to sign up to the clubs. Keep the cost of clubs low and accessible to all and provide monetary support for pupil premium</p>

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	the children want to attend.		with motivation to improve their skills and encourage further children to attend too.	children via our home support worker to ensure all can attend. Begin before school sport clubs.
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<p>Equipment/replacement of old/lost/damaged equipment to assist with high quality lessons.</p>	<p>-Be in contact with staff members to ensure they notify the PE team of any equipment that is needed to teach their PE passport units or equally any broken/worn equipment they come across when teaching or that occurs during a lesson or club. -Ask our PE teacher to do regular checks of equipment quality and quantities of items.</p>	<p>£8,480</p>	<p>-Missing, broken and more equipment has been brought from the checks the staff has carried out throughout the year. -The coach also made sure that we had the correct equipment when he completed his checks on a regular basis to keep on top of the equipment provision. These purchases have been made to ensure high-quality lessons can take place as the majority of the lessons involve the use of equipment.</p>	<p>-The PE passport units will be taught for the foreseeable future and therefore all the equipment we have purchased is relevant to our school and the lessons we teach. The equipment can also be used for various activities such as clubs and will last a long time with being looked after currently and with regular checks from members of the PE team and the servicing and repair checks. Equipment is key to the teaching of quality lessons and progression of skills and therefore other funds would be used to ensure the renewal of equipment is always available. Next step: Continue to purchase the relevant equipment if we do not have it, it becomes damaged or lost or if we need more of a particular piece of equipment.</p>
<p>PE equipment repair and servicing-health and safety check</p>	<p>-Book in the equipment assessment through the site manager. -Look at the report and replace and fix the relevant equipment.</p>	<p>£151</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>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:
PE passport scheme to provide skill progression and high-quality lessons.	<ul style="list-style-type: none"> -Get feedback from the teachers on the app. -Direct the members of staff to use the app to assess the children so the judgements made are accurate and in line with our expectations and progression. -Encourage them to use the app to build up passports of the children and provide evidence. -Ask teachers if they would like more training on the app to improve their practice whilst using the app. 	£598	<ul style="list-style-type: none"> -Teachers are more confident being able to pick up a plan and unit of work they know is high quality and has links to literacy and maths. -Children have more confident teachers who are providing the correct progression of skills and differentiation to their students through quality teaching. -There are plenty of ideas to choose from to provide the children with a broad and varied curriculum. -The children have a clear skill progression they are working through and therefore will be building upon solid PE foundations year on year improving their own PE practice each time with a natural and progressive next step. -Easy to use assessment descriptors to follow for each unit. 	<ul style="list-style-type: none"> -This scheme continues to help our teachers become progressively better and more confident at their teaching as they are provided with high quality lessons and ideas which are engaging for the children. If the funding were to stop the teachers have now been able to teach all their high-quality units of work all the way through which they can now use in their further practice. We would also look in to using other funds to purpose PE passport as it is such a valuable resource year on year especially for the assessment tracking purposes to track progress. Next step: Ask the members of staff for feedback on the app and scheme and if they continue to like the scheme and what it provides.


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	Make sure your actions to achieve are linked to your	Funding allocated:	Evidence of impact: what do pupils now know and what	Sustainability and suggested next steps:

and be able to do and about what they need to learn and to consolidate through practice:	intentions:		can they now do? What has changed?:	
PE CPD Subject leads Teaching staff development	<ul style="list-style-type: none"> -Attend the meetings. -Meet as a PE team. -Act upon the targets/goals created during these meeting. -Model units and sessions -Book Workshops -Attend training. 	£6349	<p>-We were updated on the most relevant health and safety expectations in school and so we were able to deliver this during our gym CPD to the staff. The children now understand what is allowed and not allowed in PE lessons due to their teacher modelling it and identifying the health and safety expectations throughout a lesson.</p> <p>-Subject leads are kept up to date with the PE headlines and initiatives-this provided us with future targets to focus on or research. Expectation for swimming 25m initiative means swimming needs to be improved due to missed swimming practice due to covid and absences. Intervention sessions are a priority for us as a school to catch up with all the missed swimming during the last couple of years to ensure we close the gap and get as many children swimming 25 metres confidently as soon as possible. Hopefully from this being a focus the children will receive</p> <p>-Providing gymnastics training to staff means that we have skilled staff now feeling confident about teaching the children to a higher quality as they are able to put the</p>	<p>-Attending these sessions means that the sport leads are knowledgeable and up to date with initiatives so they can confidently put them into place within school to constantly improve the PE provision.</p> <p>Next steps: Continue to attend the network sessions and relevant CPD training in order for us to be able to deliver our own CPD and upskill our own staff.</p>

			<p>training into practice in their gymnastics units. Children are provided with challenge and more creative lessons using a variety of different equipment.</p> <p>-Modelled and upskilled support staff in terms of subject knowledge and their support provided to students.</p>	
Key indicator 4: Broader experience of a range of sports and activities offered to all pupils				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:
Intervention swimming lessons for weak swimmers to improve the percentage of children leaving year 6 who can swim 25m confidently.	<p>-Ask the teachers to record who needs extra intervention in swimming.</p> <p>-Book these in and assign adults who can take them to the swimming pool for these intervention lessons.</p>	<p>£0 due to Covid and swimming pool closure.</p> <p>SW Swimming lessons to be resumed 2022-23.</p>		
Also refer to Key indicator 1 and 2.				

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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:
Competitive sports competition- Purpose to train and drive to improve their skills- Football tournament School Games festivals (minibus)	-Book the festivals. -Book the transport for the festivals. -Collect the minibus. -Send out relevant letters to these events. -Write risk assessments for these.	£0 due to cancelled events due to covid either by the event organisers or by staff absence in our school. Football competitions were held at our school. Amount spent: £19,478	N/a	N/a

Signed off by	
Head Teacher:	

Date:	1 st September 2022
Subject Leader:	<i>F. McMullon</i>
Date:	31 st July 2022