

# 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](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](#).



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## Details with regard to funding

Please complete the table below.

Total amount carried over from 2020/21	£0
Total amount allocated for 2021/22	£17,622.00
Total amount of funding for 2021/22 spent and reported on by 31st July 2022.	£15,248
How much (if any) do you intend to carry over from this total fund into 2022/23?	£2,374.81

## Swimming Data

Please report on your Swimming Data below.

Meeting national curriculum requirements for swimming and water safety.	Percentages
What percentage of your current Year 6 cohort swim competently, confidently and proficiently over a distance of at least 25 metres? <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 2022.	80% Parents of 3 children would not give permission for them to attend (10%)
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	60%
What percentage of your current Year 6 cohort perform safe self-rescue in different water-based situations?	33%
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?	Yes/ <b>No</b>

Support for review and reflection - considering the 5 key indicators from DfE, what development needs are a priority for your setting and your pupils now and why? Use the space below to reflect on previous spend and key achievements and areas for development.

Key achievements to date until July 2022:	Areas for further improvement and baseline evidence of need:
<ul style="list-style-type: none"> <li>Continuation of the active lunchtime system, zoning areas for different activities with a focus on all children being as active as possible during their lunchtimes and accessing new sports and activities they may not have encountered - new resources also purchased. This system has been child led to encourage as much participation as possible.</li> <li>CPD for each teacher watching the sports coaches delivering structured lessons for a range of sports and skills</li> <li>Continuation of pedometers for each child in the school. The challenge to meet and exceed a mile daily by reaching 2500 steps and beyond which, alongside the lunchtime rota encourages children to consider and reflect on how active they are. Links to maths have been made as the children calculate how many miles they have achieved in one day. Teachers also consider how to bring movement into the class in a cross curricular way to encourage the momentum and make links to other subjects.</li> <li>Both Sports Days were a huge success and well attended by parents/carers - We continued to with both after the success of introducing these last year as one as a whole school carousel events whereby children compete against themselves to achieve standards an another races and relays afternoon as a competitive event where children compete against each other and some are selected for events to represent their Year group and houses. It enables all to</li> </ul>	<ul style="list-style-type: none"> <li>Children to access and engage with a wider range of sports and events organised by the local P.E group</li> <li>Attendance of sporting events such as Wimbledon, rugby matches, football matches, cricket matches to introduce children to a range of sports and experience live sport.</li> <li>Continuation of a dance off as part of indoor P.E for the final term to give purpose to dance for all and to unite the school community through this medium following the success of our Platinum Jubilee dance event</li> <li>Attending more local competitions for a range of age groups and abilities</li> <li>A wider range of coaches in differing sports to come in and introduce new sports and inspire all abilities</li> </ul>

access the events and an element of competition too.

- The ability to take part in more organised competitive events this year.
- Dance event linked to the Jubilee celebrations - each class given a decade and a dance of that era to present at the summer fete giving dance a purpose
- Sports coaches attending to deliver sessions and sequences of lessons to engage children, bring and share expertise and offer a further range of activities and sports. These include a cricket coach from Essex County Cricket, A Rugby Coach from a local club supporting after school clubs and a dance instructor to deliver an assembly and outdoor lunchtime sessions.

## 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:£17,622		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: 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?:	
Implement, following a short trial last year, a whole school initiative whereby every child considers and achieves a mile in distance every day. Children to understand how health and activeness links to their own wellbeing and how they can achieve a mile in distance every day without it being overwhelming.	<ul style="list-style-type: none"> <li>Each child to be given a pedometer</li> <li>2500 steps is a mile - children to be challenged to achieve over the course of the whole school day (including lunch and breaks)</li> <li>Record and track of who has achieved to be kept by class teacher and P.E lead to gather for analysis</li> <li>Pedometers initially to stay at school</li> </ul>		<p>£350</p> <p>Pedometers already bought ready for the trail - no cost this year but replacements for any broken or lost pedometers will be needed from the previous year</p>	<ul style="list-style-type: none"> <li>Tracking sheet of pupil use and steps undertaken</li> <li>100% of pupils participating</li> <li>Over 90% of pupils showing active and healthy lifestyle - lunchtime and after school clubs</li> <li>Pupils can discuss how active they are during the day (survey by school council)</li> <li>Pupil make active</li> </ul>	
				<ul style="list-style-type: none"> <li>Re-launch</li> <li>Continue regular checks on use of pedometers</li> <li>Review system for recording</li> <li>Re-iterate need for staff to ensure equipment is used in correct manner</li> <li>Further increase number of pupils in daily physical activity beyond curriculum - lunch and outside school hours.</li> </ul>	

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<p>Lunchtimes to have a range of active zones and access to sporting experts to support the active 30 scheme</p>	<ul style="list-style-type: none"> <li>• Zones and rotas to be shared with the whole school and adapted each half term to offer an ongoing range of new activities and active experiences for all pupils</li> <li>• New additional coaches/experts to be used for different zones (multi skills/street dance, cricket etc.)</li> <li>• New resources to be added to existing zone activities to ensure more children have access to them and less sharing</li> </ul>	<p>£1000</p>	<p>choices</p> <ul style="list-style-type: none"> <li>• Zones set up and pupils self choosing activities during lunchtime</li> <li>• Additional resources used for implementation of lunchtime activities</li> <li>• Calmer lunchtimes with few arguments or behaviour incidents - evidence of fewer pupils in retreat</li> <li>• Increased interest in lunchtime activities</li> <li>• 90% report feeling happier and healthy - survey</li> <li>• Afternoon sessions observed as more productive due to less negative behaviour spill over from lunch which was impacting on teaching</li> </ul>	<ul style="list-style-type: none"> <li>• Replenish equipment</li> <li>• Training of new members of lunchtime staff</li> <li>• Accessibility for SEND pupils</li> <li>• Continue with coaches/experts for different skills</li> <li>• Continue to move beyond 30 mins of physical activity a day</li> </ul>
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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: 85%
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:
PESSPA stands for physical education, school sport and physical activity and includes PE lessons, school games events and competitions, sport leadership, extra-curricular clubs and enrichment.  Please see pedometer plan in key indicator 1	Forest school -	£1,000	<ul style="list-style-type: none"> <li>Increased number of pupils attending forest school</li> <li>Improved mental health and wellbeing of identified vulnerable pupils</li> <li>Parental survey - increase of confidence and wellbeing</li> </ul>	<ul style="list-style-type: none"> <li>Continue</li> <li>Further develop curriculum links within forest school</li> </ul>
UKA to provide one P.E session per year group per week as part of their P.E curriculum. Teachers will use the sessions as part of their ongoing CPD to observe, engage in and enhance their growing development in teaching sequenced lessons to develop all children's skills across a range of sports and activities.	A whole year overview to be agreed with SLT and P.E lead as to the delivery of P.E sessions by UKA to meet the ongoing developmental needs of all pupils. Lesson plans to be shared with teachers to support their understanding of the content and how this is sequential and developmental on paper as well as in practice. CTs to keep a training log	£10,000	<ul style="list-style-type: none"> <li>See indicator 1</li> <li>CT training log and impact seen</li> <li>Observed CTs teaching and increased confidence and progression of skills seen</li> <li>High quality PE sessions observed</li> </ul>	<ul style="list-style-type: none"> <li>Further increase staff confidence, knowledge and skills in teaching PE and sport - ECT, HLTAs and Cover Supervisors through support</li> <li>Regular staff INSET for planning and use of resources - progressive lessons</li> </ul>

	<p>P.E lead to observe and drop in to lessons. Questionnaires completed by all pupils and staff to ascertain their thoughts on progress and confidence and to inform further CPD and opportunities for pupils</p>	<p>Cost of cover for time out to analyse and monitor £250</p>		<ul style="list-style-type: none"> <li>• PE notice board for celebration</li> <li>• Raising profile through local and national sporting events</li> </ul>
<p>Re-introduce all after school clubs this academic year and introduce new lunchtime and after school clubs</p>	<p>All staff to run a club during the school year. A termly timetable to be published and made available to parents/carers and children.</p>	<p>£1000 for dance club</p>	<ul style="list-style-type: none"> <li>• Increased attendance in after schools clubs</li> <li>• Range of clubs enabled children to try new activities.: Football, Netball, Dance, Multi-sports, Karate, Tag and contact Rugby.</li> </ul>	<ul style="list-style-type: none"> <li>• Continue to increase participation in competitive sport through entering multiple teams into local events</li> <li>• Arrange multi skills events through WESSA</li> </ul>
<p>Participation in as many of the local sporting competitions and events as can be allowed owing to the whole school calendar.</p>	<p>Through continued involvement with WESSP/LDG we will be able to see the events that will take place throughout the year and participate within them as part of our membership. We will ensure that we enter a range of events for differing abilities and needs including</p>	<p>£1200</p>	<ul style="list-style-type: none"> <li>• Confidence of pupils to participate in activities outside of school - Dance for Jubilee or rallies</li> <li>• Feedback from pupils evidenced enthusiasm</li> <li>• ___% took part in external competitions</li> </ul>	<ul style="list-style-type: none"> <li>• Share range of different sporting interests of stakeholders</li> <li>• Increase use of adventurous outdoor activities or OAA</li> <li>• Include mini</li> </ul>

<p>Increase range of resources available to staff to ensure quality P.E lessons are delivered and adequately resourced.</p>	<p>SEND and that it includes a range of experiences and competitiveness.</p> <p>Through equipment audits and staff discussions, gymnastic equipment was identified as a priority. Benches to be bought - 5m plus climbing resources</p>	<p>£1500</p>	<p>or events</p> <ul style="list-style-type: none"> <li>• ___% of SEND taken part in external events</li> <li>• Range of sporting skills and activities taught</li> <li>• Lessons effective</li> </ul>	<p>residential for all junior year groups</p> <p>Some additional resources for gymnastics still required - some not delivered due to supply/demand issues post COVID</p>
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<p><b>Key indicator 3: Increased confidence, knowledge and skills of all staff in teaching PE and sport</b></p>				<p>Percentage of total allocation: 4%</p>
Intent	Implementation		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:</p>	<p>Make sure your actions to achieve are linked to your intentions:</p>	<p>Funding allocated:</p>	<p>Evidence of impact: what do pupils now know and what can they now do? What has changed?:</p>	<p>Sustainability and suggested next steps:</p>

<p>To ensure all staff receive regular and ongoing CPD which impacts on the children's progression of skills in a range of sports and activities. This will be as a result of building confidence and a bank of new resources and lesson ideas.</p>	<ul style="list-style-type: none"> <li>• UKA to plan and deliver a half term of P.E per year group</li> <li>• Teachers to be involved in the sequencing, delivery and reflection of the half term of lessons.</li> <li>• Teachers to observe the coach, discuss how to differentiate and adapt to meet the needs of all children, gain ideas for further progression and develop their skills and knowledge through the process</li> <li>• Children to complete an evaluation and reflection of their skills through the coaching from the outside expert</li> <li>• Teachers to complete a reflection and evaluation of how their knowledge, skills and consideration of developing the children's skills has</li> </ul>	<p>See previous allocation in Key indicator 2</p>	<ul style="list-style-type: none"> <li>• CT training log and impact seen</li> <li>• Observed CTs teaching and increased confidence and progression of skills seen</li> <li>• High quality PE sessions observed</li> </ul>	<ul style="list-style-type: none"> <li>• Further increase staff confidence, knowledge and skills in teaching PE and sport - ECT, HLTAs and Cover Supervisors through support</li> <li>• Regular staff INSET for planning and use of resources - progressive lessons</li> </ul>
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Specific CPD for indicated areas of need addressed	<p>progressed.</p> <ul style="list-style-type: none"> <li>Identified areas through staff feedback and monitoring to be addressed</li> <li>Staff requests for CPD to be addressed</li> </ul> <p>Advantage to be taken of free CPD through WESSP partnership and local sporting clubs such as Essex County Cricket.</p>	<p>£500 for external providers</p> <p>£200 to release P.E leader to plan and deliver inset</p>	<ul style="list-style-type: none"> <li>Identified teaching staff attended external PE CPD</li> <li>Due to COVID restrictions in Spring Term some of this needs to continue next year</li> </ul>	
Investigate a new P.E scheme of work	Explore and trail a new scheme of P.E which will support the delivery of P.E and teachers to deliver this	£0	<ul style="list-style-type: none"> <li>Researched</li> </ul>	<ul style="list-style-type: none"> <li>Discuss at SLT for relevant scheme to implement next year</li> </ul>

**Key indicator 4: Broader experience of a range of sports and activities offered to all pupils** Percentage of total allocation: 2%

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>Additional achievements: Increase staff confidence, knowledge and skills within an expanded range of sports to be offered to all pupils within PE lessons and use of resources</p> <p>Further expand the range of, and the number of pupils who engage with, extra-curricular sporting clubs at the school.</p>	<ul style="list-style-type: none"> <li>• Staff inset delivered to be monitored for impact on the quality and delivery of P.E blocks, including how to use all resources available to them</li> <li>• Inter year group Dance competitions to be introduced with a theme for each - Year R - Friendship, Year 1 - Disney, Year 2 - Space, Year 3 - Rock, Year 4 90's, Year 5 - Cowboy, Year 6 Movies</li> <li>• As per key indicator 1, increase the range and variation of activities on offer at lunchtime through play leaders and outside providers.</li> </ul>	<p>£300</p>	<ul style="list-style-type: none"> <li>• See above</li> <li>• Inter year group dance competition held for Queen's Jubilee. 95% performed for whole school community after school - well received and high quality feedback.</li> <li>• Playleaders from year 6 trained and taken responsibility for certain zoned area</li> </ul>	<ul style="list-style-type: none"> <li>• Continue to</li> <li>• New type of dance</li> <li>• Look at different outside providers for range of sporting activities</li> </ul>
<p>Make provision for children to experience a range of sporting events outside of school and to experience sporting events at venues and stadiums.</p>	<p>Make use of contacts such as rugby and Essex County Cricket to gain tickets to events including possible Commonwealth games tickets</p> <p>Place the school in the</p>	<p>£100 for tickets and travel</p>	<p>Entered ballot but not successful!</p>	<p>Repeat next year Continue to look for alternative opportunities</p>

	Wimbledon ballot of tickets to gain a group of tickets to take children to the events			
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Key indicator 5: Increased participation in competitive sport				Percentage of total allocation:
				1%
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:
Please see key indicator 2  To continue with the newly introduced sports days - 1 of which is competitive against themselves and all children participate and one of which is competitive against their peers and is for selected children and volunteers for events	1 sports morning to be held (8 step) with a range of activities run by staff where all children participate to earn house points for their teams  1 sports morning to be held (races and relays) where children take part in run offs to enter into running races and relays and others participate in events similar to those at the outdoor athletics school sports event.	£250 release time for P.E lead to organise	<ul style="list-style-type: none"> <li>PE lead released</li> <li>All pupils able to take part in 8 Step sports morning and Races and Relays sporting events</li> <li>PE lead received high quality CPD through WESSA</li> </ul>	<ul style="list-style-type: none"> <li>Continue to release PE subject leader for cluster meetings and arranging events</li> <li>Cascade training to newer member of staff</li> <li>Have linked HLTA to support</li> </ul>

Signed off by	
Head Teacher:	
Date:	July 2022
Subject Leader:	E French
Date:	July 2022
Governor:	M Woods
Date:	At next finance meeting (Oct 2022)

Created by:  **association for Physical Education**  **Active Partnerships**  **YOUTH SPORT TRUST**

Supported by:   **SPORT ENGLAND**  **UK COACHING**  **UK active** Mansfield Metropolitan Borough Council