

# 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



## Details with regard to funding – ACADEMIC YEAR 2021-2022

|   |                |
|---|----------------|
| Total amount carried over from 2019/20  | £ NIL          |
| Total amount allocated for 2020/21  | £18,530        |
| How much (if any) do you intend to carry over from this total fund into 2021/22?    | £ NIL          |
| Total amount allocated for 2021/22  | £18,560        |
| Total amount of funding for 2021/22. To be spent and reported on by 31st July 2022. | <b>£34,480</b> |

### Swimming Data

Please report on your Swimming Data below.

|   |      |
|---|------|
| <b>Meeting national curriculum requirements for swimming and water safety.</b>  |      |
| What percentage of your current Year 6 cohort swim competently, confidently and proficiently over a distance of at least 25 metres?   | 53%  |
| What percentage of your current Year 6 cohort use a range of strokes effectively [for example, front crawl, backstroke and breaststroke]?<br>Please see note above  | 33%  |
| <b>What percentage of your current Year 6 cohort perform safe self-rescue in different water-based situations?</b>  | 100% |
| 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  |

## 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

| 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?:        |                                 |
| Children encouraged to increase fitness and educated on benefits  | Specific Midday appointed to co-ordinate & deliver a package of games and sports activities                                      |                       | £2,346             | Greater engagement in organised play and sporting activities with emphasis on physical activity |                                 |
| Children able to access high quality play & sport resources at breaks and lunch   | Sport, PE & games equipment purchased specifically for lunch & break times   |                       | £1,106             | As previous   |                                 |
| Children engaged in a wide range of physical activities   | Wide range of additional equipment purchased for PE/Game/Dance lessons   |                       | £1,410             | Appeals to a wide range of children and continues to develop interest                           |                                 |
| Swimming Subsidy  | Extra lessons booked in addition to curriculum requirements, enabling some children to take swimming classes for 2 years running |                       | £8,300             | Increased swimming confidence & ability   |                                 |
| Additional outdoor learning areas to  | Further additional sessions booked to enable children who missed out during the pandemic to catch up.                            |                       |                    |   |                                 |
|   | Outdoor Forest Classroom installation in   |                       | £5,750             | Children engaged in learning in an outdoor environment, developing an                           |                                 |

|   |   |        |  |   |
|---|---|--------|--|---|
| encourage activity in learning and interest in the outdoors   | KS2 Forest Area   |        | interest in their own and the wider environment. | Continue to develop outdoor learning and forest school activities |
| Development of KS1 & EYFS Outdoor Areas, to create additional outdoor learning space for use in all weather | Prayer Corner refurbishment, incorporating outdoor activity workshops | £6,000 | As previous                                      |   |
|   | Nursery Outdoor Shelter & Canopies                                    | £2,178 | Enabling outdoor space for use all year round    | Continue to develop outdoor learning and physical activities      |

|  |  |      |  |  |
|--|--|------|--|--|
| <b>Key indicator 2: The profile of PESSPA (PE, School Sport, Physical Activity) being raised across the school as a tool for whole school improvement</b>        |  |      |  | Percentage of total allocation:          |
|  |  |      |  | %  |
| <b>Intent</b>  | <b>Implementation</b>  |      | <b>Impact</b>  |  |
| 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:                               |      | Evidence of impact: what do pupils now know and what can they now do? What has changed?: | Sustainability and suggested next steps: |
| Celebrate sporting achievements in whole school assemblies to educate on the importance of physical activity and encourage children to aspire to become involved | Award trophies, certificates & badges in whole school assemblies                               | £250 | Increased sense of pride, confidence & self-esteem.                                      | Ongoing                                  |
| Sporting Achievement' board maintained in school hall  | Creative display and photographs, pupils pride at whole school awareness of their achievements | £150 | Greater visibility and celebration of sporting achievements.                             | Ongoing                                  |

|  |                           |         |                             |                                 |
|--|---------------------------|---------|-----------------------------|---------------------------------|
| <b>Key indicator 3: Increased confidence, knowledge and skills of all staff in teaching PE and sport</b> |                           |         |                             | Percentage of total allocation: |
|  |                           |         |                             | %                               |
| <b>Intent</b>  | <b>Implementation</b>     |         | <b>Impact</b>               |                                 |
| Your school focus should be clear  | Make sure your actions to | Funding | Evidence of impact: what do | Sustainability and suggested    |

|   |   |            |  |   |
|---|---|------------|--|---|
| what you want the pupils to know and be able to do and about what they need to learn and to consolidate through practice: | achieve are linked to your intentions:  | allocated: | pupils now know and what can they now do? What has changed?:                             | next steps:   |
| All staff should be confident in teaching and delivering high quality PE in line with the curriculum                      | Develop teacher confidence & knowledge in the key areas (gym, dance, athletics and games). CPD sessions incorporated into lessons with Dream Big (external sports provider) to address gaps | £1,000     | Teachers increased knowledge and confidence.<br><br>Pupils benefit from quality lessons. | SLT to discuss & monitor during performance management review meetings. |

**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:  |
| To provide all children with opportunities to try new sports and activities, as well as building on their passion for current PE/SSPA on offer.             | School Council continues to undertake surveys to determine which activities children would like to participate in and what type of equipment they would like to have available in school.<br><br>Sports Provider offering range of after school club options; cricket, multi-skills, dance, table tennis.<br><br>Chess Club<br><br>Forest School activities further developed to nurture interest in outdoor activity. Whole school Spring bulb planting workshops held.<br><br>2 x day/night activity residential with Outdoor Education Service | (section 1)<br><br>£3,800<br><br>£1,080<br><br>£250<br><br>£860 | Range of activities available allowing children the opportunity to find an activity that they can engage in.<br><br>Children excited and engaged in different type of outdoor activity & lessons.<br><br>Children excited and engaged by 2 days outdoors, expressing desire for more of the same | Continue to explore options with a wider appeal.<br><br>Continue to provide off site adventure/activity days e.g. staff taking groups orienteering in local |

|  |  |  |  |                                 |
|--|--|--|--|---------------------------------|
|  |  |  |  | countryside, residential trips. |
|--|--|--|--|---------------------------------|

| 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:  |
| Increase participation in local sport tournaments and competitions  | Work with Sports Provider to increase involvement in competitions<br><br>Enabling participation in inter school competitive events |                    | Sense of pride in inclusion on Sports Notice Board, receipt of trophies & awards and whole school recognition.<br><br>Increase in number of children wanting to be involved | Explore additional inter school competitions and awards<br><br>Continue with celebrating successes & participation in whole school assemblies and newsletters |