

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](#).



Details with regard to funding

Please complete the table below.

Total amount carried over from 2019/20	£4500
Total amount allocated for 2020/21	£25,780
How much (if any) do you intend to carry over from this total fund into 2021/22?	£9815.50
Total amount allocated for 2021/22	£31,095.50
Total amount of funding for 2021/22. To be spent and reported on by 31st July 2022.	£21,280

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>We were able to provide the year 6 cohort with 3 hours of swimming lessons during the summer term 2021, once Covid restrictions had been lifted. The focus was on improving their swimming ability to ensure progress was made. We had a vast range of ability from competent swimmers to pupils who had never swum before. They were all tested and competency measured against the government criteria of 25m. We were not able to test their safe self-rescue in water-based situations</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>	<p>61%</p>

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	39%
What percentage of your current Year 6 cohort perform safe self-rescue in different water-based situations?	Not tested.
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?	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.

COVID: It is important to note that many of our intended actions this year were simply not achievable due to the pandemic. When restrictions were lifted and some opportunities became available, the school was very quick to ensure we took advantage of what we were able to do. This included our fitness fortnight programme, dance, rounders competitions and swimming for our year 6's.

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: %
School Focus with intended impact:	Actions to achieve:	Funding allocated	Evidence and impact:	Sustainability and suggested next steps:
<p>Conversations with PE staff and teaching staff to understand how and what could be done to increase participation in children's PE lessons, additional activities and as well as increasing activity during other timetabled lessons. This is to further engage pupils in physical activity throughout the day in weekly PE lessons, as well as additional extra-curricular activities. Note: With school closures due to Covid-19, PE lessons have been sent home and children encouraged to use resources at home to continue their physical activity.</p>	<ul style="list-style-type: none"> Share on-line resources with staff to enable them to support children's PE lessons at home. Purchasing of new equipment to encourage more engagement and active learning 	See K12	<ul style="list-style-type: none"> Once restrictions were lifted, we were able to finally introduce outside ASC clubs in the summer term for all pupils across all year groups. Every effort was made to ensure new sports equipment was made readily available at lunchtimes to encourage more pupils to try new activities. PE staff coupled with Midday staff have been encouraging pupils to have an active lunchtime and try using the new equipment. Sports days organised for pupils within their class and year group bubbles. Fitness fortnight allowed the school to provide a 	<ul style="list-style-type: none"> The subject leaders, together with PE staff will constantly review all programmes and use of equipment to ensure they are effective and purposeful. To enable PE staff to offer and teach a wider range of sport within their PE sessions with confidence. During the lockdowns, activities were sent home to encourage pupils to continue to complete physical exercise. Purchasing of equipment will continue to support future high quality teaching.

			broad and varied range of activities that allowed all children to take part in a variety of activities.	<ul style="list-style-type: none"> Review needs of MDS to help them supervise/support children using new sports equipment.
Key indicator 2: The profile of PESSPA being raised across the school as a tool for whole school improvement				Percentage of total allocation: 15.7%
School Focus with intended impact	Actions to achieve:	Funding allocated :	Evidence and impact	Sustainability and suggested next steps
PE coordinators and PE staff agreed to the update and modernise our PE equipment was needed. This was partly due us making equipment more appropriate for upper Key stage two children after our change from a lower School to become a primary School. In addition to this, the additional equipment allowed full participation during PE lessons whilst also following government guidance around shared equipment. A full inventory was undertaken with new and improved equipment documented and ordered. This was to further improve the overall PE experience for all our pupils in and outside of their normal weekly PE lessons	<ul style="list-style-type: none"> The purchase of new sports equipment for both PE lessons and lunchtime and ASC. This included balance bikes and tricycles for the younger year groups. End of year sports awards and celebration evening. Create a legacy of year 6 sports leaders to help run and support school events such as fitness fortnight, sports days and lunchtime clubs. Be actively involved in competitions and organised local events within the borough. Quotes for new golden mile/ MUGA expansion. 	£4055.27	<ul style="list-style-type: none"> New PE equipment used during PE lessons and at lunchtimes whilst following strict covid restrictions. Allowed pupils to experience a wider range of activities. ASC introduced for all pupils across the year groups. Fitness fortnight engaged all pupils in physical activity. <p>COVID: Unfortunately the covid restrictions didn't allow us to be able to complete a number of our actions this year.</p>	<ul style="list-style-type: none"> All staff to be aware of pupil's achievements/successes through communication books with Premier Sport Staff. Staff feedback to provide ideas and suggestions on how to raise profile of PESSPA across the school. Closely monitor numbers of pupils taking part in lunchtime/extra-curricular activities. Look at the data/evidence and implement strategies to improve participation.

Key indicator 3: Increased confidence, knowledge and skills of all staff in teaching PE and sport				Percentage of total allocation:
				%
School Focus with intended impact	Actions to achieve:	Funding allocated:	Evidence and impact	Sustainability and suggested next steps:
PE Conference for PE subject leaders. The intention was to up-skill the subject leaders own knowledge of how PE would and could look like in school, looking at other schools' practice. It also looked at how that knowledge and understanding of PE can be appropriately and properly implemented and what a deep dive into P.E. would be looking for. This would then lead to developing the confidence to deliver CPD to all staff in school, continuing to demonstrate ideas on how to deliver active learning in the classroom or outside on the playground.	<ul style="list-style-type: none"> To attend the annual Bedfordshire schools PE conference at Centre Parcs Woburn. CPD from PE subject leaders to all classroom teachers with a focus to help support active learning in the classroom. 	£0	<ul style="list-style-type: none"> Children in class taking part in active learning are being confidently taught. Teachers able to provide active learning opportunities with confidence and regularity. 	<ul style="list-style-type: none"> To continue to use SSP partnership to support both PE coordinators and support staff for professional development. Continued training for PE co-ordinators so they can provide teachers with advice and assistance with active learning. To set training dates and CPD for all staff to support and help teach and use ideas for active learning. Monitor and observe teachers providing active learning for their pupils.
Key indicator 4: Broader experience of a range of sports and activities offered to all pupils				Percentage of total allocation:
				4.4%
School Focus with intended impact:	Actions to achieve:	Funding allocated:	Evidence and impact:	Sustainability and suggested next steps:
PE Subject leaders wanted to ensure that we continued to offer a broad and varied range of clubs to ensure that we could cater for as many pupils as possible with the full intention of broadening the experience for as many pupils as possible. The use of The Sports Partnership is aimed to increase this variety of activities even further and with	<ul style="list-style-type: none"> Tennis Coaching Lunchtime and after school clubs Inflatables for fitness fortnight. 	£ 1,130.82	<ul style="list-style-type: none"> Covid restrictions have prevented the school from bringing in outside coaches and running ASC for the first two terms of the academic year. However the chance to start during the summer term allowed us to provide varied and different ASC 	<ul style="list-style-type: none"> It will be our intention to continue to offer a broad range of sports/activities to the pupils, through introduction of new sports to the curriculum, as well as the introduction of sports workshops form outside

<p>restrictions lifting we have been able to provide some alternative activities such as dance and tennis during the summer term as well as our fitness fortnight focus that provided obstacle course and fun on inflatables.</p>			<p>opportunities for all our children.</p> <ul style="list-style-type: none"> • Many of our children attended lunchtime dance classes on our MUGA as well as offering ASC clubs for all children across year 1-6. • As a result we more children were finally provided with an opportunity to take part in physical activities and all clubs were well attended. 	<p>coaching companies. - We will aim to further strengthen our relationship with local sports clubs and other schools with the intention of increasing participation in sport outside and after school.</p>
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Key indicator 5: Increased participation in competitive sport				Percentage of total allocation:
				14.5 %
School Focus with intended impact:	Actions to achieve:	Funding allocated:	Evidence and impact:	Sustainability and suggested next steps:
Ensured the school continued to be heavily involved competitive sport through the local football leagues and organised festivals and competitions across a range of sports for KS1 and LKS2 pupils. This also includes membership through SSP that involves workshops and training opportunities for staff and pupils as well as the Quality Mark Award which last year was successfully reviewed and evaluated so we were able to retain our Gold Mark.	<ul style="list-style-type: none"> Football coaching and competition School sports partnership – PE carousel days, sports festivals for all KS1 and KS2 pupils. External coaches in school to provide alternative wider variety of sport to enable school to participate in more inter school competition. 	£3737.97	<ul style="list-style-type: none"> Covid prevented us from taking part in any competitive sport across the borough. However we introduced intra house competitions through activities such as sports days and rounders competitions. These were organised for whole year groups, enabling all children to take part. Participation in limited year 5 and 6 football competitions. 	<ul style="list-style-type: none"> Continue to take part in SSP competitions now restrictions have been lifted. Continue to take part in year 4, 5 and 6 borough wide football competitions. To re-introduce KS1 and KS2 sports days and sports awards evenings next year. Provide rewards and incentives including Sports Leaders next year.

Signed off by	
Head Teacher:	
Date:	
Subject Leader:	N. Young & C. Thomas
Date:	27/7/21
Governor:	
Date:	