

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](https://www.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 2019/20	£0
Total amount allocated for 2020/21	£16,440
How much (if any) do you intend to carry over from this total fund into 2021/22?	£0
Total amount allocated for 2021/22	£16,720
Total amount of funding for 2021/22. To be spent and reported on by 31st July 2022.	£16,720

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: 2021-2022		Total fund allocated: £16, 720		Date: 1.9.2021 Review Due: July 2022	
Key indicator 1: The engagement of all 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:
					26%
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?:
- For all pupils to have the opportunity to engage in physical activity at break and lunchtimes, in addition to cross-curricular lessons - To make effective use of the Bluebell Woods and wooded areas by the classes		- Outdoor learning equipment to support cross-curricular learning - Resources to support the development of fine motor and gross motor skills in the Early Years Foundation Stage and beyond. - Monthly landscapers to upkeep the areas and to maintain safety		£1,500 £2,000 £838 (30% of annual costs for site)	Outdoor spaces have a variety of opportunities for the children to develop their fine and gross motor skills. Children with physical disabilities have inclusive opportunities to work on their physiotherapy naturally and alongside their peers.
Sustainability and suggested next steps:					
Continue to invest in this area annually as resources are subject to wear and tear.					

Key indicator 2: The profile of PESSPA being raised across the school as a tool for whole school improvement				Percentage of total allocation:
				31%
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:
-For quality Forest School learning to be delivered weekly for every class	- Funding of a Forest School Leader	£5,217	The children's wellbeing and involvement is high. They learn about the natural world and the environment whilst undertaking 'risky play' and challenge in a space that builds strength, balance and stamina. See also the Forest School tab of the website.	Invest annually so this can continue.
Key indicator 3: Increased confidence, knowledge and skills of all staff in teaching PE and sport				Percentage of total allocation:
				10%
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:
- Staff CPD	-Online Subscriptions for planning documents and training webinars - Sports Coaches to deliver a multi-sports session per week for each class	£1,700 Sports coach costs in Key indicator 4.	The teachers and support staff have an excellent model of exemplar lessons. The teaching assistants run their own astroturf sessions at lunchtimes, increasing the children's active sessions further.	Continue

Key indicator 4: Broader experience of a range of sports and activities offered to all pupils				Percentage of total allocation:
				23%
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:
<ul style="list-style-type: none"> Sports coaches to lead and inspire the children as they develop physical skills and gain an experience of a wide range of competitive sports 	<ul style="list-style-type: none"> First Touch Football to deliver lessons in: Multi-skills, team building, football, tag rugby, target sports, curling, javelin, athletics... 	£3,965	The children have participated in a wide range of activities from Curling to fully resourced sports days.	Continue to invest annually

Key indicator 5: Increased participation in competitive sport				Percentage of total allocation:
				9%
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>To travel to different schools and take part in a variety of competitive sports and festivals</p> <p>-learn how to record own levels</p> <p>-learn how to improve upon own levels and targets</p> <p>-to experience the emotions of winning and losing and how to acknowledge and then cope graciously in each scenario</p> <p>-to have a growth mindset approach to competition- practise makes progress</p>	travel costs	£1,500	<p>Post pandemic, sports liaison was limited.</p> <p>Country Dancing took place at a local school offering the children a great opportunity to develop their coordination and stamina.</p> <p>Funding not spent was re-invested into the Forest School resources.</p>	Next year, invest funds into astroturf equipment for daily competitive sporting activities at playtimes.

Signed off by	
Head Teacher:	Holly Swain
Governor:	Vanessa Hughes
Date:	September 2021 Reviewed Summer 2022