

# 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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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](#).



## Details with regard to funding

Please complete the table below.

Total amount carried over from 2019/20	£
Total amount allocated for 2020/21	£
How much (if any) do you intend to carry over from this total fund into 2021/22?	£
Total amount allocated for 2021/22	£17,810
Total amount of funding for 2021/22. To be spent and reported on by 31st July 2022.	£

## 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><b>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</b></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><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 2020.</p> <p>Please see note above</p>	%
<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>	%
<p><b>What percentage of your current Year 6 cohort perform safe self-rescue in different water-based situations?</b></p>	%
<p>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?</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: £17,600		Date Updated: 18.7.22	
<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					Percentage of total allocation: 84%
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?:	
Increased activity at lunchtimes and improved skills through games	Super Stars coach working with children from Year 1 to Year 6 at lunchtime playing games to improve children's skills, increase activity levels and support collaborative play		£6,000	Large numbers of children participating. Smaller groups run to support less confident children. Children have had the opportunity to learn games outside of the curriculum including invasion games and soft archery.	
	Goals in KS2 for playtimes		£100	Children able to use goals during playtime and after school club.	
	Playtime equipment for EYFS, KS1 and KS2		£4,900	Wider range of equipment being used by children and less incidents for midday supervisors to manage.	
	Sheds purchased to store PE and play equipment separately.		£4,000	Equipment now clearly separated between curriculum PE and playtime to enable safe storage and clarity as to what children can use for playtimes.	
				Sustainability and suggested next steps:	
				Look to encourage midday supervisors and children to implement games being taught by the coach.	
				Look to zone area for football at playtimes.	
				Midday supervisors to select different equipment for children to have available to support active play.	
				Improved storage will increase longevity of equipment for children to use.	

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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:
				3%
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:
Introduce Sports Week to raise profile of sport among staff, children and community	Children competed in benchball and basketball competitions, completed teamwork challenges, undertook research about commonwealth games and significant sportspeople. Sports day held at Sedgehill secondary school with parents and carers in attendance.	£300	Children have had the opportunity to learn a new sport, compete and develop range of skills.  Children able to showcase skills learnt and enjoyment of PE to parents at Sports Day and through termly newsletter.  Links reinstated with secondary school.	Continue to play handball in lunchtime sessions.  Look to develop links with secondary school and explore other opportunities for collaboration.

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:

PE lead studying Level 5 specialism qualification	PE lead attended CPD training throughout the year, implementing key learning points to improve PE provision across the Federation	£1200	PE lead delivered staff meetings to share learning, raising the profile of PE in school, targeting inactive children and raising activity levels across the school.	PE lead to complete the qualification and continue to improve delivery of PE within the school.
Staff to have reference document for PE related policies/safety requirements	Safe Practice Handbook purchased and available in staffroom	£50	Staff able to refer to handbook to ensure compliance/best practice.	Staff will continue to have access to key reference document.
CPD – Cricket	Platform cricket delivered sessions to Year 4. Class teacher able to observe coaching techniques.	£200	Children have attended cricket sessions outside of school and inter-school festival. Staff have clearer understanding of how to teach cricket skills.	Staff to deliver cricket sessions. Encourage children to play small sided games at playtime. Build children’s confidence to participate in future festivals.
CPD - Tennis	PE lead completed LTA training. South East London Tennis coach delivered sessions to Year 3 and Year 5 with class teachers in attendance to observe coaching techniques	£250	Children more confident in strokes. Increased number playing at playtimes.	Additional staff to undertake training. Develop club links for children to follow.
<b>Key indicator 4: Broader experience of a range of sports and activities offered to all pupils</b>				Percentage of total allocation:
				1%
<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:	Funding allocated:	Evidence of impact: what do pupils now know and what can they now do? What has changed?	Sustainability and suggested next steps:

Provide wider range of activities for children	External coach delivered handball lessons.  Year 6 paddleboarding at Beckenham Place Park	£200  ???	Children able to talk about skills learnt in sessions  Children have learnt new skill	Look at offering handball as part of lunchtime sessions  Promote activities available in Beckenham Place Park.
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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:

Signed off by	
Head Teacher:	Mary Collins
Date:	18 July 2022
Subject Leader:	Sarah Stoneham
Date:	18 July 2022
Governor:	Tara Nelson
Date:	18 July 2022