

# 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





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	£ -
Total amount allocated for 2020/21	£18260
How much (if any) do you intend to carry over from this total fund into 2021/22?	£6778.75 (playground project)
Total amount allocated for 2021/22	£18190
Total amount of funding for 2021/22. To be spent and reported on by 31st July 2022.	£24968.75

## 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>Children over the last 18months have been unable to take part in school swimming session and very few children have swimming in the community. Priority is to be given to year 6 pupils to ensure they have the opportunity to meet the national curriculum requirement at the end of the 2022 year.</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>	% N/A due to COVID restrictions
<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>	% N/A due to COVID restrictions
<p><b>What percentage of your current Year 6 cohort perform safe self-rescue in different water-based situations?</b></p>	% N/A due to COVID restrictions

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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>
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## 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: 2020/21		Total fund allocated:	Date Updated:	
<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: % 12
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 make playtimes and lunchtimes active and enjoyable for all children	<p>Speak to pupils about the activities that they would like to take part in during playtimes and lunchtimes.</p> <p>Training for lunchtime supervisors to provide active and structured lunchtimes</p> <p>Provide equipment to engage children in physical and active games.</p> <p>Sports coach to provide lunchtime provision and additional activities</p>	£2254	<p>Pupils now find lunchtimes and playtimes more enjoyable. The majority of children are now more active. The football nets are used regularly in key stage two which has reduced behaviour issues and improved physical activity. The table tennis table has encouraged other children to take part in physical activities. The younger children have really enjoyed having access to equipment to practise skills learned in PE lessons. Lunchtime supervisors feel more equipped to plan activities and engage the children in physical activity. This has had a positive impact on lunchtimes with many children now saying that they look forward to lunchtimes and they are not bored.</p>	<p>Equipment needs to be monitored and maintained.</p> <p>Continue to match equipment to skills learned in PE to encourage links in learning</p> <p>Continue to give children a voice and engage them in choosing activities for playtimes and lunchtimes</p> <p>Update and monitor training for lunchtime staff and speak to them about equipment that they need to provide engaging and physical activities.</p>

Key indicator 2: The profile of PESSPA being raised across the school as a tool for whole school improvement				Percentage of total allocation:
				% 30
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 re-plan and resource the new school curriculum	Buy Ipads and cases to support improvements in PE  Buy missing resources for new curriculum	£5480.75	Children have the opportunity to use the Ipads to video and take photographs during PE lessons to support development. All children are able to access all areas of the curriculum and use correct resources.	Continue to monitor the use of Ipads in PE lessons and develop these for assessment.

Key indicator 3: Increased confidence, knowledge and skills of all staff in teaching PE and sport				Percentage of total allocation:
				% 17
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:
Experienced sports coach to provide staff with CPD	Staff complete a pre-unit questionnaire to identify need.  Questionnaire shared with coach and plan is discussed  Coach models aspects of lessons and works with staff member to improve skills and knowledge  Staff member teaches aspects of	£2941.50	Staff are willing to share needs with the coach and learn from him. This has been more restricted this year due to COVID but elements have still worked effectively. Lots of staff asked for support on providing appropriate warm up activities so the coach has modelled these for staff and they have been added to school planning template for future use.	To narrow staff needs down and work with specific staff whilst monitoring staff who feel more confident. PE lead will work with staff who still need support.

	the lesson with coach and coach provides feedback and support.  Children have a better quality of PE lesson with staff who are confident and able to deliver this effectively.		Staff now feel more confident with this. Other staff asked for support with making skills aspects engaging and active without children sitting passively watching. The coach has worked on this and staff are becoming more confident with this.	
Implement a scheme of learning for Early Years	Pay for access to the Sport Xplorers scheme for Early Years team.  Resourcing	£250	Staff are using this resource effectively and children enjoy all aspects of physical development	Develop the use of the Sport Xplorers program in line with the new Early Years framework.
<b>Key indicator 4: Broader experience of a range of sports and activities offered to all pupils</b>				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:
Use a sports coach to provide enrichment to a broad and balanced curriculum	Replan school curriculum to provide links in learning  Re-plan school overview to provide opportunities for a broad and balanced curriculum	£555	Children have really enjoyed taking part in a range of new sports	Due to COVID restrictions the new overview has been limited due to restrictions on equipment being used and bubbles having to be split.  Revert to pre-COVID curriculum in 2021-22 year and use sports coach to provide additional activities



Key indicator 5: Increased participation in competitive sport				Percentage of total allocation:
				%0
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 give children the opportunity to take part in additional competitions with other schools	Join Tamworth Sports and register teams  Children to report to school in assembly to raise the profile	£0	Competitions were severely restricted this year due to COVID. A small number of children took part in virtual events and their results were sent to the school games co-ordinator	To continue to publish and take part in virtual events  Register school to take part in competitions as they become available  To plan and develop competitions within school.

Signed off by	
Head Teacher:	
Date:	
Subject Leader:	Sarah Tyson
Date:	20.7.2021
Governor:	
Date:	