

Evidencing the impact of the Primary PE and sport premium

September 2021 to
September 2022

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 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	£17,700
How much (if any) do you intend to carry over from this total fund into 2021/22?	0
Total amount allocated for 2021/22	£18,060
Total amount of funding for 2021/22. To be spent and reported on by 31st July 2022.	£18,060

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>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 2020.</p> <p>Please see note above</p>	37%
<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>	50%
<p>What percentage of your current Year 6 cohort perform safe self-rescue in different water-based situations?</p>	25%

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.

Academic Year: 2021/22	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: %
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>Continue to develop lunchtime and break time clubs run by pupils to develop leadership and communication skills.</p> <p>Support the holistic development of children: health and fitness, increase emotional wellbeing, social development, increased confidence, development of fine and gross motor skills and individualised learning.</p>	<p>8 x play leaders to lead children in play at lunchtime and to encourage participation in active play for pupils who do not regularly engage in this activity.</p> <p>12 pupils (6 Year 5 and 6 Year 6) play leaders have been trained by G.Halls ready to continue leading break and lunch time clubs next year.</p> <p>Lunch time clubs have run consistently each term.</p>	<p>£1330 – Howard School Sports Partnership.</p> <p>Mini bus petrol costs to collect students</p> <p>£500</p>		<p>New sports to be introduced such as archery.</p> <p>External clubs to come into school to teach after school clubs.</p>

<p>Increase regular physical activity during the school day.</p> <p>To improve physical activity by increasing available space for pupils-</p>	<p>Lower playground is now open at break times/has been used during Term 2/3 and 4 for lunch time clubs</p>		<p>Available equipment for each student should be minimum one between two.</p> <p>Lunch time activities increase physical activity during the day as well as preparing students for external sporting events.</p>	<p>Money allocated to develop the lower playground – to be approved.</p>
<p>Use of TSAT secondary students to lead events.</p>	<p>PE/Sports lead to make regular contact with TSAT secondary students and invite them to sporting events.</p>	<p>£0</p>	<p>Sports days will be partly led by secondary school students – role models for students.</p>	
<p>To promote a lifelong love of physical exercise and commitment to well-being and healthy lifestyle including a balanced diet.</p>	<p>National School Sports Week – Influential Sports Role model came in to deliver a talk/offer a lunch time football club.</p>			

Children will be able to swim a minimum of 25m using a range of strokes by the time they leave primary school	Years 3, 4, 5 and 6 attend a terms worth of swimming lessons with qualified instructors.	£10,000		
Key indicator 2: The profile of PESSPA being raised across the school as a tool for whole school improvement				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:
PE is led as a high profile subject across the school. Staff will have a secure subject knowledge that will lead to high quality teaching and learning of PE	Raise the profile of PE and sport for all staff, pupil, visitors and parents - PE subject leader to provide updates throughout the year in staff meetings and via email PE subject leader has met with a broad range of pupils to talk about their PE lessons and to ascertain their knowledge and understanding of the subject – pupil voice/school council from each year group across the class. PE subject leader to monitor the delivery of PE by staff and external coaches (at least 6 x per year)	£2,500	PE noticeboard are up to date. Clubs and competitions have been entered, attended and monitored throughout the year. TSAT monthly part in newsletter from School Sports Crew.	PE noticeboard regularly updated. Games day to continue and to link in the future with other trust schools.

	Raising the profile of PE through staff attire- ensure children recognise that adults wear appropriate clothing during PE lessons.			
	PE Coordinator and other staff to attend training, developmental work	£50 – CPD £80 – PE conference	Staff have access to CPD via Howard Partnership Scheme.	Make links with local clubs.
	Carry out a questionnaire for teachers to find out how they are supporting the children/their view of P.E.	£0	Evidence through staff feedback form completed in Term 5.	
Pupils will learn about the opportunities PE has to offer and will recognise the success of themselves and others	Celebration assemblies for sporting achievements/participation – MYG/play leader certificates.	£500	<p>Sporting events are celebrated in assemblies.</p> <p>Sports trophies are displayed in the school's entrance.</p> <p>Participation in MYG and TSAT.</p> <p>No sports trips have been booked this year. This is something that will be looked into next year.</p> <p>Pupils are proud to be able to represent their school and achievements are celebrated in assembly.</p>	

Pupils will have equal opportunities to participate in PE; the school will seek to remove barriers	<p>Spare kit to be purchased for next year.</p> <p>School worksheet for non-participants based on the skills being taught is completed consistently throughout the school.</p> <p>Disability Mini Youth Games/TSAT events.</p> <p>Games day to be looked into next year.</p>			

Key indicator 3: Increased confidence, knowledge and skills of all staff in teaching PE and 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:

<p>To improve the quality of physical education across the school to ensure staff are competent and confident in their delivery of PE so that pupils make expected progress</p>	<p>PE subject leader to provide updates throughout the year in staff meetings and via email</p> <p>PE subject leader has met with a broad range of pupils to talk about their PE lessons and to ascertain their knowledge and understanding of the subject – pupil voice/school council from each year group across the class.</p> <p>PE subject leader to monitor the delivery of PE by staff and external coaches (at least 6 x per year)</p>	<p>£1,500</p>	<p>Pupil voice carried out in June 2022.</p> <p>National School Sports Week – introduced your thoughts about sports worksheet through use of the thinking hats students were able to reflect on their learning.</p> <p>Consistent P.E. planning is used across the school. All teachers know where to access planning.</p>	<p>To continue pupil voice and implementing sensible suggestions.</p> <p>Sports leaders to lead pupil voice.</p>
<p>Improve modelling of healthy active lifestyle behaviours by all school staff</p>	<p>National School Sports Week -</p>			
<p>Provision of CPD by Howard partnership to teachers.</p> <p>Provision of CPD from PE leader based on attended courses</p> <p>CPD for PE coach and teachers to develop the confidence, skills and knowledge to teach technical skills.</p>	<p>Attend CPD courses</p> <p>Attend PE Conference</p>	<p>Linked to Howard School Sports Partnership</p>	<p>Staff CPD for PE</p> <p>Increased opportunities for pupils to learn and develop new skills.</p>	

Opportunities to team teach across Trust schools.	PE lead team taught with other P.E. leads at AFCA/NHCA.	£500	Access to shared planning/opportunities for TSAT events/shared use of facilities discussed.	
Buy in visitors and role models to encourage different perspective on sports.	National School Sports Week – Emma Brown – England Futsal player came in.		Students’ inspired and opportunities to play football at lunch time with a professional football player/role model.	
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 offer a wide range of sporting activities both within and outside the curriculum in order to encourage more pupils to be involved To increase variations of sports clubs offered and look for opportunities for different sports competitions to enter in order to broaden children’s experiences of sport.	Introduce a wider range of clubs for KS1 and KS2 Monitor number of children attending sport clubs. Ensure equipment purchased to be able to deliver sport.	Equipment 21/22 £620	Variety of clubs offered in terms 1-6 and they are changed each term. Lunch time sports club are varied and follow the MYG calendar.	To continue offering lunch time clubs.

<p>To provide opportunities for pupils to access experiences that they may not necessarily have.</p> <p>To allow pupils to try unfamiliar activities to find a passion in sport</p>	<p>New posts to be placed on playground and court markings</p>		<p>. Club attendance figures/registers.</p>	<p>Further increase pupils' sporting experiences by attending sessions at local sporting centres.</p> <p>Next year to apply for School Games Mark.</p>
<p>Invite in sports role models to deliver lunch time clubs/workshops/talks</p>	<p>National School Sports Week</p>	<p>£0.00</p>	<p>Pupils will be inspired and encouraged to participate in sport raising the profile of sport in school.</p>	<p>To build up links in the local area/use connections made at the PE conference to invite in sports role models.</p> <p>Invite in Teacher apprentices.</p>

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:
<p>To increase the number of children who represent the school within sporting events.</p> <p>To ensure afterschool/lunch time clubs fully prepare children for competitive events</p> <p>To attend the same competitions as previous year but add more where possible.</p>	<p>Inter trust competitions organised increasing profile of Sport and PE.</p> <p>Inter house competitions to be organised to increase the profile of Sport and PE.</p> <p>Afterschool school clubs mapped to upcoming MYG events.</p>	£480	<p>Interhouse competitions to start next year.</p> <p>Many TSAT events cancelled due to short staffing/COVID. To be continued next year.</p> <p>Lunch time clubs have been mapped to upcoming events.</p>	Resume after school sports clubs, enter virtual competitions.

Signed off by	
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Date:	20/7/22
Subject Leader:	S. Wilkinson-Cox
Date:	20/7/22
Governor:	
Date:	