

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 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

Details with regard to funding

Please complete the table below.

Total amount carried over from 2019/20	£ 0
Total amount allocated for 2020/21	£ £20,590
How much (if any) do you intend to carry over from this total fund into 2021/22?	£ 0
Total amount allocated for 2021/22	£ £12,297
Total amount of funding for 2021/22. To be spent and reported on by 31st July 2022.	£12,297

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>	100%
<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>	11%

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	11%
What percentage of your current Year 6 cohort perform safe self-rescue in different water-based situations?	0%
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?	Yes

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

Academic Year: 2020/21	Total fund allocated:	Date Updated:		
<p>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</p>			Percentage of total allocation:	
			13%	
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?:
To develop a culture of using regular active learning breaks to support learning	<p>Trust Level</p> <p>To provide high quality support and CPD to empower all staff to deliver high quality P.E lessons.</p> <p>Subject Leader Support</p> <p>One-to-one support and guidance given to subject leaders to support the delivery of PE, School Sport and Physical Activity (PESSPA)</p> <p>3 Subject leader network meetings</p> <p>Curriculum planning</p> <p>Action planning</p> <p>Learning walks</p>	£1,574	<p>Trust Level</p> <p>Staff knowledge has increased and adults are more engaged with the children.</p> <p>Agility, balance and coordination has greatly improved in all children. Children are more confident and using equipment correctly.</p> <p>School Level</p> <p>98% of parents are happy with how their child is learning under 'Curriculum K'</p> <p>89% of pupils say they have more</p>	<p>Sustainability and suggested next steps:</p> <p>Ensure workout Wednesdays are brought back in more consistently</p> <p>This has improved but not as consistent across the year groups.</p>

	<p>Subject reviews School Sport Premium planning</p> <p>Staff Support</p> <p>Specific support for staff teaching P.E that meets the needs of each school. The opportunity for staff to observe and teach alongside skilled professionals. Can include 'team teaching', NQT support, planning, assessment for learning, EYFS and SEND</p> <p>Inset</p> <p>Bespoke inset with staff in chosen area. Can include any P.E curriculum area, EYFS, SEND, Health & Wellbeing, mid-day supervisor training</p> <p>School Level</p> <p>PH lead to communicate a variety of methods staff can use to apply learning breaks</p> <p>Return of work out Wednesdays outside</p> <p>PAHT's to support planning opportunities during PPA</p> <p>FLT to communicate the impact during learning walks</p>		<p>knowledge and skills in physical health than 3 months ago.</p> <p>76% of pupils say after physical health and fitness lessons, they are more focussed in class.</p> <p>97% of staff say, on the whole, children are more focused in class following a fitness or physical health session.</p>	
Key indicator 2: The profile of PESSPA being raised across the school as a tool for whole school improvement				Percentage of total allocation:
				13%
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: £1,574	Evidence of impact: what do pupils now know and what can they now do? What has changed?:	Sustainability and suggested next steps:
Consider creative ways to use PH sessions to impact the wider curriculum	<p>Trust Level</p> <p>To provide high quality support and CPD to empower all staff to deliver high quality P.E lessons.</p> <p>To create opportunities for children to learn, collaborate and compete through school sports.</p> <p>Inset</p> <p>Bespoke inset with staff in chosen area. Can include any P.E curriculum area, EYFS, SEND, Health & Wellbeing, mid-day supervisor training</p> <p>Health and Wellbeing</p> <p>Innovative and creative opportunities that develop the whole child</p> <p>Kite Mark Development</p> <p>One-to-one support in gaining a number of external kite marks</p> <p>School Level</p> <p>Development of the KS1 free flow provision</p>	£1,574	<p>Trust Level</p> <p>Ongoing feedback to all staff has enabled staff to change their practice for the better.</p> <p>Development points and areas of strength have been identified. Small tweaks to pedagogy has enabled pupils to make greater progress.</p> <p>School Level</p> <p>98% of parents are happy with how their child is learning under 'Curriculum K'</p> <p>88% of pupils say they are fitter, faster and stronger now than 3 months ago.</p> <p>89% of pupils say they have more knowledge and skills in physical health than 3 months ago.</p> <p>76% of pupils say after physical health and fitness lessons, they are more focussed in class.</p>	<p>Tweaks to be made to free flow provision based on Phase Leaders plan from Autumn term. Done</p> <p>Consider how elements of PH can be developed in other curriculum areas outside of PH time. Done.</p> <p>Plans for active learning to become more embedded across the curriculum.</p>

	PAHT to support staff making links in planning EH , PH and science leads to review planning and map cross-curricular links Active maths Work Wednesday Planning Activities using local parks			
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Key indicator 3: Increased confidence, knowledge and skills of all staff in teaching PE and sport				Percentage of total allocation:
				50%
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:
Developing the use of Support Staff when delivering Physical Health.	Trust Level To provide high quality support and CPD to empower all staff to deliver high quality P.E lessons. Subject Leader Support One-to-one support and guidance given to subject leaders to support the delivery of PE, School Sport and Physical Activity (PESSPA) 3 Subject leader network meetings Curriculum planning	£6,000	Trust Level Staff confidence and subject knowledge has increased dramatically. Informal observations and additional learning walks have shown a greater understanding how to differentiate tasks and pupils are benefitting from more adult support. Repetition of the fundamental skills in EYFS has allowed skills to be performed with increasing accuracy and these skills are being	Training provision to be reviewed in line with constraints arising from staff sickness/Covid19. Done. All restrictions lifted.

	<p>Action planning</p> <p>Learning walks</p> <p>Subject reviews School Sport Premium planning</p> <p>Staff Support</p> <p>Specific support for staff teaching P.E that meets the needs of each school. The opportunity for staff to observe and teach alongside skilled professionals. Can include 'team teaching', NQT support, planning, assessment for learning, EYFS and SEND</p> <p>CPD and Training</p> <p>Access to high quality training hosted by TTLT</p> <p>Gymnastics and Dance CPD delivered by P.E SLE</p> <p>Level 5 certificate in Primary School Physical Education Specialism</p> <p>British Gymnastics for Teachers Award</p> <p>Making Sense of Autism (P.E focus)</p> <p>Support Teacher and Teacher of School Swimming</p>		<p>transferred to other physical activity areas. For children in KS1 and 2 transferable skills are being used in different sports and activities with increasing accuracy</p> <p>Staff knowledge has increased and adults are more engaged with the children</p> <p>School Level</p> <p>45% of children attend at least one after school club (extended provision)</p> <p>98% of parents are happy with how their child is learning under 'Curriculum K'</p> <p>100% of Y5 and Y6 children achieve basic skills in swimming</p> <p>100% of staff say, on the whole, children are fitter, stronger and healthier than 3 months ago.</p>	
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	School Level TTLT Sports Hub to provide training for 121 staff H&F team to attend weekly swimming lessons. PH lead to arrange CPD with support PH team to feedback the effective deployment of support staff during learning walks.			
Key indicator 4: Broader experience of a range of sports and activities offered to all pupils				Percentage of total allocation: 13%
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:
Increase opportunities for all children to take part in competitive sports and showcases of learning	Trust Level To provide high quality support and CPD to empower all staff to deliver high quality P.E lessons. Links with Outside Providers Using our extensive network, we can facilitate links with outside providers and agencies (e.g UEL, New Vic College) School Swimming / Water Safety Training School support to review current	£1,574	Trust Level Agility, balance and coordination has greatly improved in all children. Children are more confident and using equipment correctly. School Level 98% of parents are happy with how their child is learning under 'Curriculum K' 88% of pupils say they are fitter, faster and stronger now than 3	Push for intra school tournaments to go ahead despite increasing risk with Covid 19. Extra mitigations to be considered to ensure risk is maintained to a level that is reasonably practicable. Done. competitions ramping up to pre covid levels.

	<p>provision and explore areas for improvement</p> <p>Develop a comprehensive bank of resources that can be used remotely to support teaching and learning</p> <p>Raise the profile of cycling across the Trust</p> <p>School Level</p> <p>All year groups/bubbles to host an intra-school competition/ show case termly</p> <p>TTLT Sports Hub competition to resume when it is safe to do so</p> <p>Physical Health sports coach to led competitive sports sessions to prepare children</p> <p>Teachers to increase opportunities to include more application activities into Skills 4 Life sessions AHTs to lead discussions</p> <p>Increase competitive sports opportunities at Sports Day</p> <p>Sports days to run around a theme</p>		<p>months ago.</p> <p>89% of pupils say they have more knowledge and skills in physical health than 3 months ago.</p> <p>76% of pupils say after physical health and fitness lessons, they are more focussed in class.</p> <p>100% of staff say, on the whole, children are fitter, stronger and healthier than 3 months ago.</p> <p>97% of staff say, on the whole, children are more focused in class following a fitness or physical health session.</p>	
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Key indicator 5: Increased participation in competitive sport				Percentage of total allocation:
				13%
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:
Re-launch the intra and inter schools sports, competition calendar	<p>Trust Level</p> <p>To create opportunities for children to learn, collaborate and compete through school sports.</p> <p>In addition to the FREE School Games offer, access to a comprehensive TTLT Sports Hub Competition Calendar which includes:</p> <p>16 competitions / festivals for KS1 and KS2 agreed by P.E Subject Leaders</p> <p>3 SEND Festivals</p> <p>SEND Festivals delivered for pupils and staff with exit routes signposted to extra-curricular activities</p> <p>3 Girls Active Festivals</p> <p>Girls Active Festivals delivered to</p>	£1,574	<p>Trust Level</p> <p>Children are learning life skills such as resilience when they lose and humility when handling success</p> <p>School Level</p> <p>69% of children attend at least one after school club (extended provision)</p> <p>88% of pupils say they are fitter, faster and stronger now than 3 months ago.</p> <p>88% of pupils say they have more knowledge and skills in physical health than 3 months ago.</p> <p>75% of pupils say after physical health and fitness lessons, they are more focussed in class.</p> <p>85% of staff say, on the whole, children are fitter, stronger and</p>	After school clubs to include referrals from class teachers and phase leaders following SBAR meetings. Done. pupil voice shows by far sports clubs are the most popular.

	<p>encourage and support increased physical activity for primary school girls.</p> <p>Sports Camp</p> <p>Talent identification events that inspires the next generation of athletes.</p> <p>Competition Celebration</p> <p>Regular result updates and on-going points accumulation linked to the website.</p> <p>Awards of certificates, trophies, and medals for all competitions.</p> <p>School Level</p> <p>Sports coach to train children for half-termly sports competitions Each year group to complete 2 intra-school sports competitions. After school sports club to align with the termly sports competition.</p>		<p>healthier than 3 months ago.</p> <p>78% of staff say, on the whole, children are more focused in class following a fitness or physical health session.</p>	
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Signed off by	
Head Teacher:	
Date:	
Subject Leader:	
Date:	

Governor:	
Date:	