

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**



Details with regard to funding

Please complete the table below.

Total amount carried over from 2020/21	£0
Total amount allocated for 2021/22	£22,000
How much (if any) do you intend to carry over from this total fund into 2021/22?	£0
Total amount allocated for 2022/23	£22,000
Total amount of funding for 2022/23. To be spent and reported on by 31st July 2023.	£22,000

Swimming Data

Please report on your Swimming Data below.

Meeting national curriculum requirements for swimming and water safety. 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. 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	100%
What percentage of your current Year 4/5 cohort swim competently, confidently and proficiently over a distance of at least 25 metres? Please see note above	17%
What percentage of your current Year 4/5 cohort use a range of strokes effectively [for example, front crawl, backstroke and breaststroke]? Please see note above	17%
What percentage of your current Year 4/5 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

Academic Year: 2022/23	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?:	Sustainability and suggested next steps:
To develop a culture of using regular active learning breaks to support learning	<ul style="list-style-type: none"> • PH lead to communicate a variety of methods staff can use to apply learning breaks • PAHT's to support planning opportunities during PPA • FLT to communicate the impact during learning walks 	£2,860	<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 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 focused 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>	
<p>Key indicator 2: The profile of PESSPA being raised across the school as a tool for whole school improvement</p>					<p>Percentage of total allocation:</p>
					<p>13%</p>
Intent	Implementation			Impact	
<p>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:</p>	<p>Make sure your actions to achieve are linked to your intentions:</p>	<p>Funding allocated:</p>		<p>Evidence of impact: what do pupils now know and what can they now do? What has changed?:</p>	<p>Sustainability and suggested next steps:</p>
<p>Consider creative ways to use PH sessions to impact the wider curriculum</p>	<ul style="list-style-type: none"> ● Development of the KS1 free flow provision ● PAHT to support staff making links in planning ● Increased Physical health session at after school club ● Schedule Physical Health clubs before school to support attention and 	<p>£2,860</p>		<p>Trust Level</p> <p>Ongoing feedback to all staff has enabled staff to change their practice for the better. 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>focus in class</p> <ul style="list-style-type: none"> ● EH , PH and science leads to review planning and map cross-curricular links ● Active maths ● Work Wednesday ● Planning Activities using local parks 			<p>97% of parents are happy with how their child is learning under 'Curriculum K'</p> <p>86% of pupils say they have more knowledge and skills in physical health than 3 months ago.</p> <p>80% 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 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.	<ul style="list-style-type: none"> ● 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 	£11,000	<p>Trust Level</p> <p>Staff confidence and subject knowledge has increased dramatically. Informal observations and additional learning walks have shown a greater understanding of how to differentiate tasks and pupils are</p>	

	<p>learning walks.</p> <ul style="list-style-type: none"> ● Support staff to undertake bikeability training ● Support staff to lead on new links with Newham Active ● Support staff to lead on girls football team ● Greater links with Active Newham and Essex Cricket 		<p>benefiting from more adult support.</p> <p>Repetition of the fundamental skills in EYFS has allowed skills to be performed with increasing accuracy and these skills are being 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>71% of children attend at least one after school club (extended provision)</p> <p>97% of parents are happy with how their child is learning under 'Curriculum K'</p> <p>100% of Y4 and Y5 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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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	<ul style="list-style-type: none"> All year groups/bubbles to host an intra-school competition/ show case termly TTLT Sports Hub competition to resume when it is safe to do so Physical Health sports coach to lead competitive sports sessions to prepare children Teachers to increase opportunities to include more application activities into Skills 4 Life sessions AHTs to lead discussions Increase competitive sports opportunities at Sports Day Sports days to run around a theme Increased Physical health session at after school club Schedule Physical Health clubs before school to support attention and focus in class launch girls football team 	£2,860	<p>Trust Level</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>97% of parents are happy with how their child is learning under 'Curriculum K'</p> <p>86% of pupils say they are fitter, faster and stronger now than 3 months ago.</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>	

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:
<p>Launch the intra and inter schools sports competition calendar.</p> <p>Consider links with local schools.</p>	<ul style="list-style-type: none"> • 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. • Launch girls football team 	£2,860	<p>Trust Level</p> <p>Children are learning life skills such as resilience when they lose and humility when handling success</p>	

Signed off by	
Head Teacher:	
Date:	
Subject Leader:	
Date:	
Governor:	
Date:	