

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 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	£17,380
How much (if any) do you intend to carry over from this total fund into 2021/22?	£1,180
Total amount allocated for 2021/22	£17,380
Total amount of funding for 2021/22. To be spent and reported on by 31st July 2022.	£18,560

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	Year 5 and Year 6 attended swimming lessons.
What percentage of your current Year 6 cohort swim competently, confidently and proficiently over a distance of at least 25 metres?	50% of pupils confident to swim 25m.
What percentage of your current Year 6 cohort use a range of strokes effectively [for example, front crawl, backstroke and breaststroke]?	83%
What percentage of your current Year 6 cohort perform safe self-rescue in different water-based situations?	69%
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: £18,560		Date Updated: July 2021	
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: 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:
All pupils achieving the statutory DfE target of 30 active minutes daily.	<p>Employ a Sports Coach to deliver lunchtime club/activity x2 per week with a focus on targeted children E.g. disengaged, behaviour, fundamental skills, confidence, leadership.</p> <p>Further development of structured activities at lunchtimes by lunchtime leaders with COVID restrictions eased.</p> <p>Development of pupil led structured playtime opportunities to all EYFS/KS1 children to encourage them to be physically “active” at lunchtimes. Benefits include the development of core motor skills, fitness and mental well-being as well as increased social integration.</p> <p>Re-introduction of playtime leaders – will need to be in phases Y2 for KS1 / Y4 for Lower KS1 / Y6 for Upper KS2</p>		<p>Sports Coach Lunchtimes £1040</p> <p>PE Resources £240</p>	<p>A greater number of children have taken part in lunch-time sports club. This has included preparation for competition practice for tournaments and matches. Increased numbers of children who have not previously engaged with sport taking part in matches / tournaments / sporting events.</p> <p>The SGO organised commonwealth games events and activities saw a wider variety of events and as such enabled us to target those children who do not like competitive games to take part in physical activities.</p> <p>The commonwealth Games Leadership event also supported our playtime leaders with ideas and confidence in how to adapt games to be able to include more children.</p>	<p>Maintain and develop play-leaders to support across the school.</p> <p>Maintain the lunch-time provision to encourage children to take part in sporting activities who don't belong to a club outside of school.</p> <p>Encouraging children to be physically “active” at lunchtimes helps to develop core motor skills, fitness and mental well-being as well as increased social integration.</p>

All pupils achieving the statutory DfE target of 30 active minutes daily.	PE subject lead to develop daily activity programme for pupils in school and monitor behaviour patterns. Maintain daily mile (EYFS) and wake n shake (KS2 as part of the school day as studies should the positive impact it has on children's focus, especially in the afternoons. KS1 to participate in the daily mile. Discuss introduction of Daily Mile with KS2 staff in September.		Behaviour at break times is far better when there are activities to engage them. This is helping with socialisation skills as well as increased physical movement. Daily Mile or dance – wake and shake part of daily practice in school.	To continue with a structured active break – daily mile / wake and shake etc as this helps with children's focus within lessons.
All pupils achieving the statutory DfE target of 30 active minutes daily.	PE Leader to establish lunchtime resource boxes and deliver training for Lunchtime Supervisors		PE boxes in place and playleaders encourage use of boxes. This is encouraging pupils to be physically active at breaktimes.	Develop the skills of playtime leaders.

Key indicator 2: The profile of PESSPA being raised across the school as a tool for whole school improvement

Percentage of total allocation:
36%

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:
Target groups of pupils to improve learning outcomes, leadership skills and health and well-being.	Employ Sports Coach to maintain targeted intervention sessions for key pupils identified by staff. Engaging pupils in line with Ofsted requirements relating to health and wellbeing. To maintain sports coach to deliver	Sports Coach £7,800	Teaching smaller groups (half class at a time) has enabled there to be more targeted fundamental skills for each pupil. This has also helped with increase fitness, building confidence and increased success at specific skills ie throwing, catching. This has then been seen to improve games skills with more	Maintain this approach as it means all children have greater access to the sports coach to improve their sporting skills and techniques.

	smaller groups for intensive 30 minutes PE.		children being keen to participate in games competitions.	
Target pupils physical activity at break times and in intervention sessions and PE sessions.	Anomoly board to be removed and returned as contract is being ended. Installing an ActiVall Sports Board for use at playtime/ lunch and PE sessions.	£6,300 Activall Board	Activall Boards purchased to help increase break time physical activity to aid fitness and co-ordination. Suitable for all ages to use either independently or in a competitive situation.	Use play leaders to teach and encourage younger children in how to use the boards and set up competitions at break times.
St John's Kit purchased.	Sports kit purchased for Team sports and staff who are teaching PE.	£300	Staff who teach and support PE have been supplied with new PE kit where required. Staff to also wear to all sporting events outside of school.	

Key indicator 3: Increased confidence, knowledge and skills of all staff in teaching PE and sport				Percentage of total allocation:
				42%
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:		Evidence of impact: what do pupils now know and what can they now do? What has changed?:	Sustainability and suggested next steps:
All staff to feel confident to deliver high quality gymnastic PE lessons that enable children to have positive experiences in PE	Teacher and TAs to attend gymnastics sessions with children.	Cost for gymnastic sessions and transport. £915 Cost for CPD	Year 2's have attended and advanced with their gymnastic skills. This has also encouraged a number of children to join the gymnastic centre.	To continue.

Provide training and ongoing CPD for teaching and support staff to ensure that all members of staff deliver/assist with high quality PE teaching to help raise PE outcomes.	Further training opportunities to be arranged, guided by audit of current skills and confidence of teaching staff.	£500	No specific course available this academic year. Money instead was re-distributed to purchasing two new team kits.	
Plan and develop a PE curriculum that is broad and engaging for all and meets the requirements of the national curriculum.	Subject Leader, SLT and DGAT SIL to undertake learning walks and pupil conferencing to ensure children are enjoying PE and learning and improving skills. Teachers feel confident to deliver PE, and feel supported.		There is a clear plan for PE across the whole school ensuring that children have access to learning new skills and applying these to team situations. A number of tournaments have been entered and as a school we have been very successful: Winner Y4 football tournament; runners up Y6 football tournament. Winners of the girls Forest Cricket and county semi-finalists.	Continue to enter various sporting activities and tournaments to build on the success of this year and the success of the PE curriculum.
Key indicator 4: Broader experience of a range of sports and activities offered to all pupils				Percentage of total allocation:
				5%
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:
All children to enjoy being physically active and develop physical literacy through participation in a broad range of structured and unstructured activities during extra-curricular time (Lunchtimes and break times).	Employ external coach provision to provide extracurricular clubs after school x2 weekly.	Afterschool club £915	After school PE clubs took place for KS1 and KS2 across the year. Engaged children in PE. Teaching rules, sportsmanship and team games and competitions.	To continue to develop children's physical skills through after school activities.

Key indicator 5: Increased participation in competitive sport				Percentage of total allocation:
				2 %
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:
All pupils to participate in intra and inter school competition within and beyond the School Games offer.	<p>Liaise with School Games Organiser and School Sports Partnership. Promote the School Games values around school.</p> <p>Join new local schools football 'league' for Year 3 / 4 Year 5/6.</p> <p>Provide increased opportunities for children who would not normally access inter competition by using networks and local schools to arrange B and C team or 'friendly' competitions/fixtures</p>	<p>Youth Sports Trust £400</p> <p>Tournament Charge £150</p>	<p>A wide variety of sporting activities have been offered through the SGO this year to encourage all pupils, with a specific target on the less active. Children have taken part in mountain biking, cross-country, archery, walk and ride, SEND sports, sporting leadership, Multi-sports, cricket, rugby and football events.</p> <p>A number of tournaments have been entered and as a school we have been very successful: Winner Y4 football tournament; runners up Y6 football tournament. Winners of the girls Forest Cricket and county semi-finalists.</p>	<p>Continue to be part of the School Games Partnership and Pr-stars sporting events.</p> <p>Join as many sporting events and competitions as is possible in order to continue o strengthen PE at St John's.</p>

Key achievements to date until July 2022:	Area for further improvement and baseline evidence of need:

Signed off by	
Head Teacher:	P Howell
Date:	July 22

Subject Leader:	S Coleman
Date:	July 22
Governor:	-
Date:	Sports Premium Action plan and finances reviewed at both Finance and Resources Committee and Full Governors.