

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](#).



Details with regard to funding

Please complete the table below.

Total amount carried over from 2020/21	£6,630
Total amount allocated for 2021/22	£17,930
How much (if any) do you intend to carry over from this total fund into 2022/23?	£10,410
Total amount allocated for 2022/23	£18,100
Total amount of funding for 2022/23. To be spent and reported on by 31st July 2023.	£28,510

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	
What percentage of your current Year 6 cohort swim competently, confidently and proficiently over a distance of at least 25 metres? 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. Please see note above	93%
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	93%
What percentage of your current Year 6 cohort perform safe self-rescue in different water-based situations?	93%

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/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: 4%
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?:	
Embed “The Daily Mile” practice to ensure all pupils undertake at least 20 minutes of extra activity per day.	Continue whole school Daily Mile initiative and ensure staff are confident in its delivery.		£100	Most children are achieving daily extra activity target.	
Promote walking or wheeling to school rather than being dropped off close to school by car.	Continue walk to school week led by walk to school champions and Mrs Beilby.		£500	High percentage of pupils walk or wheel to school throughout the year.	
Promote Active Playtimes with greater access to a wider variety of equipment.	Purchase new playground equipment and storage boxes for each class bubble.			Children play a diverse array of playtime games using all new playground equipment. Most children are active during playtime.	
Key indicator 2: The profile of PESSPA being raised across the school as a tool for whole school improvement					Percentage of total allocation: 1%

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:
Display promoting sport and extracurricular sport clubs in the cloisters. Pictures and news of sporting news and achievements to be shared with parents.	Notice board updated regularly Pictures to be included in monthly newsletter and on Twitter and Instagram.	£100	Display board is attractive and pupils are keen to get involved in all extra-curricular sports clubs Pictures are regularly shared via social media and each monthly newsletter celebrates a sporting highlight.	Continue to share sports updates via social media and include fixture and X Games news. Liaise with local company to purchase Spinfield flag for sports fixtures.

Key indicator 3: Increased confidence, knowledge and skills of all staff in teaching PE and sport	Percentage of total allocation:
	54%

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:
Provide teaching staff with scheme of work enabling use of planning and to improve subject knowledge and teacher confidence. Use Adam Davis Sports contractors to teach whole school PE lessons across the year thus upskilling teachers by exposing them to best practice.	Renewal of The PE Hub scheme of work annual subscription. Continue AJD football coaching and expand contract to include multi-skills for LKS2 and Reception.	£1,000 £6,000	Pupils now have a consistent and progressive PE curriculum. Pupils have lessons in a wider variety of new sports, e.g. lacrosse. Better subject knowledge for support staff and more confidence to take an active role in lessons. Subject leader more confident when undertaking lesson observations.	This will lead to all staff feeling confident to deliver PE

Provide swimming training for new staff and to renew qualifications for staff with existing qualifications.	Begin multi-skills lessons for EYFS and KS1 2 staff members renew their qualifications with Bucks Swimming.	+ provisional £2,000 £400	Teachers now fully qualified and have improved subject knowledge in order to lead groups and ensure effective teaching and safety practises.	Teachers to take a more active role in leading swimming sessions in line with ideas learnt from training. E.g. more games focused.
Provide CPD for PE curriculum lead to improve subject knowledge.	Use of National College to access CPD on tennis.	£200	Teacher now upskilled in best practises in tennis teaching and knowledge and skills shared with teaching staff in inset.	

Key indicator 4: Broader experience of a range of sports and activities offered to all pupils Percentage of total allocation: 34%

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:
Offer a wider range of sports to children.	Purchase a variety of new PE resources, including cones, balls, rackets, foam balls and sports day equipment. Organise a skipping day for the whole school to gain a wider knowledge of skipping.	£1,200 £500	Children enjoy the opportunity to play lots of new sports. Children are engaged in different sports and show an interest in pursuing them further. Approximately 70% of school took part in an X Games fixture over the year.	X Games and after school clubs to continue next year. New clubs added to offering including Cross Country. Explore Sports Day possibilities for next year with option to continue Sports Week plan used during previous distanced PE years. Work closely with School Games Officers to attend more School Games events. Continue to work with FA Football lead to offer girls football PE lessons in school.
Provide children with half termly X Games sporting fixture which cover a wide variety of sports.	Promote and advertise half termly fixture and plan events for each class.		All children had new sporting experience. Class teachers remarked on improved interest amongst reluctant girls.	

Participate in FA Girls Football programme.	Liaise with local FA girls football coordinator to offer PE lessons to classes.		Year 6 children enjoyed FA Girls Football PE lessons and girls were encouraged to take part in football in secondary school.
Provide cycling proficiency training for EYFS, KS1 and UKS2 children.	Organise Bike-ability teaching for one week for Y1. Y3 and Y6	£2,000	Large majority of children in school are confident to use a bike safely on roads.
Swimming teaching for KS2	Book local swimming pool for the year.	£1,050	Children are able to use local swimming pool in order to access swimming curriculum and pass Bucks Star awards.
*Provisional spend for 22/23			
<i>Premier Education to deliver lessons to whole school.</i>	<i>Targeted lessons for each year group on gymnastics and dance.</i>	£4,000	

Key indicator 5: Increased participation in competitive sport				Percentage of total allocation:
				8%
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>Offer all KS1 and KS2 children the opportunity to compete in school sports competitions.</p> <p>Introduce specific extracurricular clubs for Key Stages.</p> <p>Restart AJD football after school club for all year groups.</p> <p>Curriculum lead to attend local PE coordinator meeting.</p>	<p>Use of PE Curriculum lead TLR to enable time to organise in school X Games sports competitions 6 times a year.</p> <p>Use of TLR to enable time and resources to organise Spinfield.</p> <p>Class teachers to offer indoor and outdoor club for their class each half term.</p> <p>Teachers given time to prepare and set up clubs.</p> <p>AJD Football to advertise after school club to parents and class teachers to facilitate participants' preparation for club.</p> <p>Time allowed for curriculum lead to attend.</p>	<p>£1,100</p>	<p>All KS1 and KS2 children have had opportunity to participate in competitive sport where school value of resilience, perseverance and friendship are celebrated.</p> <p>Children have enjoyed new clubs including athletics, netball, fitness, dodgeball and traditional games.</p> <p>High turnout at AJD football club.</p> <p>PE Curriculum lead is better aware of local sports planning and has greater links with local schools to organise sports fixtures and competitions.</p>	<p>Whole school mixed bubble extra-curricular clubs will restart next year with a greater variety of sports on offer.</p> <p>Football, Cross Country, Athletics and other School Games fixtures to restart in 2022/23.</p> <p>X Games to continue with greater promotion of events through Social Media and using in school banners.</p>

Signed off by	
Head Teacher:	<i>Jayne Spreadbury</i>
Date:	21/7/22
Subject Leader:	<i>Ben Smith</i>
Date:	20/7/22
Governor:	<i>Wendy Jacob</i>
Date:	31/07/2022