

# Evidencing the impact of the Primary PE and sport premium

Website Reporting Tool

Revised July 2021

Commissioned by



Department  
for Education

Created by



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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](http://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 2019/20  | £8577.99  |
| Total amount allocated for 2020/21  | £16, 290.00                                       |
| How much (if any) do you intend to carry over from this total fund into 2021/22?    | £8,000  |
| Total amount allocated for 2021/22  | Estimated £16, 920.00                             |
| Total amount of funding for 2021/22. To be spent and reported on by 31st July 2022. | Estimated £16, 920.00 (plus carry-over of £8,000) |

## Swimming Data

Please report on your Swimming Data below.

|   |                                |
|---|--------------------------------|
| Meeting national curriculum requirements for swimming and water safety.<br><br>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.<br><b>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</b> | n/a (no Year 4, 5 or 6 cohort) |
| What percentage of your current Year 6 cohort swim competently, confidently and proficiently over a distance of at least 25 metres?<br><b>N.B.</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.<br>Please see note above  | n/a (no Year 6 cohort)         |
| What percentage of your current Year 6 cohort use a range of strokes effectively [for example, front crawl, backstroke and breaststroke]?<br>Please see note above  | n/a (no Year 6 cohort)         |
| <b>What percentage of your current Year 6 cohort perform safe self-rescue in different water-based situations?</b>  | n/a (no Year 6 cohort)         |
| Schools can choose to use the Primary PE and sport premium to provide additional provision for swimming but this must be for activity <b>over and above</b> the national curriculum requirements. Have you used it in this way?   | n/a (no Year 6 cohort)         |

## 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: 2020/21   |   | Total fund allocated: |                    | Date Updated:  |                                 |
|--|---|-----------------------|--------------------|--|---------------------------------|
| <b>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</b> |   |                       |                    |  | Percentage of total allocation: |
|  |   |                       |                    |  | 30%                             |
| 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?:   |                                 |
| <p>To ensure that PE is well equipped and resourced so that students can develop key skills.</p> <p>To ensure that playtimes are active and children are engaging in physical activity during free time.</p>                         | <p>Twice weekly PE lessons led by class teacher or secondary specialist</p> <p>Weekly cricket sessions led by sports coach for Year 1 and Year 2</p> <p>Extra curricula clubs led by qualified sports coaches for Year 2 and Year 3 (Tag Rugby and tennis sessions)</p> |                       | £7, 571.95         | <p>There has been an increase in physical activity and intensity levels within core curriculum lessons including the explicit teaching of skills.</p> <p>Children can now access a wider range of activities outside of the classroom including after school clubs increasing enjoyment of sports.</p> |                                 |
| <b>Key indicator 2: The profile of PESSPA being raised across the school as a tool for whole school improvement</b>  |   |                       |                    |  | Percentage of total allocation: |
|  |   |                       |                    |  | 30%                             |
| 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?:   |                                 |
|  |   |                       |                    |  |                                 |

|   |   |            |   |   |
|---|---|------------|---|---|
| Raise profile of PESSPA through curriculum and outside of the curriculum. | Engaging equipment for healthy breaks and lunchtimes to encourage active participation<br><br>Sports activities throughout school weeks and special sports days (such as sports days and skipping day). | £7, 386.26 | We have seen more active playtimes with students enjoying equipment and games they have learnt through PE sessions and a reduction in lunchtime behaviour issues due to high engagement with physical activity. | Further sporting days and activities planned cross class and cross phase to embed a love of sports across all students. |
|---|---|------------|---|---|

|  |                                 |
|--|---------------------------------|
| <b>Key indicator 3: Increased confidence, knowledge and skills of all staff in teaching PE and sport</b> | Percentage of total allocation: |
|  | 7%                              |

| 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:  |
| Primary class teachers and learning support assistants will have a greater understand of the PE curriculum, the skills and knowledge taught and an increase in their own skills and confidence. | Development of class teacher skills through teaching alongside Sports coaches.<br><br>Sessions led for primary staff with secondary specialist teachers to upskill secondary staff. | £1694.35           | Primary class teachers are more confident and more adventurous when planning and teaching PE lessons.<br><br>Teachers are skilled at including active activities in all areas of the curriculum. | Continue to offer CPD to primary staff via the secondary specialist teachers or local courses on offer. |

|  |                                 |
|--|---------------------------------|
| <b>Key indicator 4: Broader experience of a range of sports and activities offered to all pupils</b> | Percentage of total allocation: |
|  | 7%                              |

| 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>Engage with the local authority (Bracknell Forest) to take part in their Service level agreement for PE.</p> <p>Additional achievements:</p> | <p>Specialist teaching for:</p> <p>Yoga<br/>Mini Cricket<br/>Tag Rugby<br/>Multi Sports Session</p> | <p>£1694.35<br/>(combined with indicator 3)</p> | <p>The students have learnt specialist skills from a number of sports coaches. Teachers have worked alongside the sports coaches to upskills themselves in preparation to continue the learning of skills in teacher led lessons.</p> | <p>Organise swimming for current Year 4 cohort.</p> |
|---|---|---|---|---|

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| Key indicator 5: Increased participation in competitive sport   |  |  |   | Percentage of total allocation:  |
|---|--|--|---|--|
|   |  |  |   | 6%   |
| 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:   |
| Cross academy sporting events and competitions.<br>House events and competitions.<br>Compete with local schools.<br>Compete at a local and national level.  | Sports Day to be held and led by secondary specialists with primary teacher support<br><br>House competitions led across the primary phases. | £1,500.00<br><br>(£0 spent due to Covid) | Due to Covid, the students have only taken place in complete sports within their classes. | Increase the competitive sport on offer so that it isn't just across the academies but also at a local and national level. |