

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 allocated for 2020/21	£17140
How much (if any) do you intend to carry over from this total fund into 2021/22?	£7142
Total amount allocated for 2021/22	£17200
Total amount of funding for 2021/22. To be spent and reported on by 31st July 2022.	£24342

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	70%
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	70%
What percentage of your current Year 6 cohort perform safe self-rescue in different water-based situations?	100%
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:
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:
<ul style="list-style-type: none"> Increase the opportunities given for daily physical activity at school – kick starting healthy active lifestyles Replenish depleting sports resources so that more equipment is available to encourage more participation To encourage all children to reflect on their health and wellbeing PE lessons twice weekly to encourage participation in regular sporting activities 	<p>New line markings on playground to boost physical activity at playtimes and during lessons as well as restoration of the trim trail.</p> <p>New playground equipment to encourage active play at breaktimes.</p>	<p>£2098</p> <p>£1790</p> <p>£507.96</p>	<p>The school has offered a range of activities so that every child is engaged in at least 30 minutes of physical activity a day either during PE, playtimes, lunchtimes, The Daily Mile or after-school clubs.</p> <p>Staff have encouraged physical activity during playtimes. Children have learnt how to play different games, safely and co-operatively. Playleaders have also engaged children in games and active activities</p> <p>All pupils involved in 15 mins additional activity per day through the Daily Mile initiative.</p>	<p>Ensure that the range of activities is maintained, monitored, and reviewed.</p> <p>Monitor playtimes and lunchtimes to ensure the level of physical activities is sustained in length and frequency. Introduce different activities to motivate and develop strength and stamina. A new KS2 trim trail is to be built to help boost KS2 activity.</p> <p>Pupils develop habit of engaging in physical activities and understand the benefit of the Daily Mile.</p>	

Key indicator 2: The profile of PESSPA being raised across the school as a tool for whole school improvement				Percentage of total allocation:
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:
Encourage children to share sporting achievements to raise aspirations of peers.	To use Friday celebration assembly to celebrate sporting success. Funds allocated for printing.	£50	Children have been celebrated for their participation and completion of sporting events.	To keep children engaged and motivated to take part in sporting activities. We will
As a school, create sporting events which rewards children for participation	Create a Santa run, which will celebrate children taking parts and medals awarded for participation.	£350	Children have been able to gain a sense of pride and achievement for representing our school.	Once again join with Carre's to gain access to local competitions as well as partnering with JB sports for more local competitions.
Invite local clubs for taster days so children are exposed to sports within the local community.	Explore local sporting clubs and offer clubs the chance to demonstrate or offer trial sessions at school.	£1000	The Santa Run was a great success; 100% of children really enjoyed taking part in the run and receiving a medal for their efforts.	Future events like a Santa run will be planned in so children have the ability to take part in an event where they can gain a medal for completing the event.
			Unfortunately, due to Covid still being prevalent this year, sporting clubs were reluctant to commit. The whole school were able to take part in an archery taster day. Children were very engaged and learnt skills associated with archery.	Archery was a great success, next year further links need to be found with local clubs to allow children to experience new sports and develop current sports.

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

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>Staff to be confident in the Sports they teach through the year. Staff will be clear on progression with their sports and the skills required for their pupils.</p> <p>PE leader to monitor the teaching of PE through lesson observations and support teachers where needed.</p>	<p>To buy into Get Set 4 PE. This website will allow staff to access planned lessons for a wide variety of sport. The lessons clearly develop skills and show progression within the sport.</p> <p>Team teaching sports in KS2 will upskill a ECT and a trainee teacher.</p> <p>PE leader to meet with a broad range of pupils to talk about their PE lessons and to ascertain their knowledge and understanding of the subject.</p> <p>Skills audit of staff about their confidence in teaching a range of sports – PE leader to support newer staff in school with planning for delivery of PE.</p> <p>PE Leader to be provided with 1 non-contact day a term to complete lesson observations and audit of PE equipment.</p>	<p>£550</p> <p>£500</p>	<p>Through the use of Get Set 4 PE, Teachers have become more knowledgeable about the sport and have been able to deliver outstanding lessons to children through the planning provided by Get Set 4 PE.</p> <p>Team Teaching has supported our ECT to gain confidence in teaching PE and how to differentiate lessons using STEP approach.</p> <p>Teachers are more confident in teaching a range of sports.</p> <p>Almost all pupils, when questioned, stated that PE lessons are really challenging and exciting and that they really enjoy PE</p> <p>Due to Covid the PE lead was able to attend one online seminar which provided useful information into new resources that will be available in the future</p>	<p>Buy into Get Set 4 PE again to allow structured lessons with quality planning to take place. Buy into JB staff mentoring programme to support all staff through next year in delivery of PE lessons. JB coach will be working with staff to show how Get Set 4 PE lessons can be successfully differentiated using the STEP process.</p> <p>Teachers will seek additional support when they are unsure how to teach specific aspects of a sport.</p> <p>As part of the Carre's partnership PE lead will access to 3 PE conferences next term.</p>

Key indicator 4: Broader experience of a range of sports and activities offered to all pupils				Percentage of total allocation:
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>Additional achievements:</p> <p>To continue to offer a wide range of sporting activities both in school hours and outside of school hours to engage more children</p> <p>Support and involve the least active children by providing targeted activities and extending school sports</p>	<p>To employ Carres outreach to deliver an after-school sports club to all year groups across the year.</p> <p>To enter Carres Outreach sporting competitions allowing children to access a variety of sports across the year.</p> <p>New footballs and netballs purchased to allow these sports to take place during PE lessons</p>	<p>£3410</p> <p>£318.72</p>	<p>Carre's have delivered an after-school club each term. Every child from Year 1 to Year 6 has had the opportunity to take part in an after-school club. Over the course of the year 48.5% children have accessed a sports after-school club.</p> <p>Through the year children have accessed competitions through Carre's. As a school we have accessed 9 competitions with 97 children (70.2%) competing in a variety of new sports such as hockey, handball, dodgeball, cricket, water polo and more traditional sports such as netball and football.</p> <p>Children have been able to have high quality netball and football lessons and after-school clubs. Children have also gone on to represent the school in football and netball. 41 children have taken part in football and netball</p>	<p>Clubs established and adults confident to run them. Next year we will use JB to deliver an additional sports club after school and Carre's will deliver a sports club to target the children who need to be more active as identified by their fitness profile completed in July 2022</p> <p>The school will look to bring in a skipping company to deliver a skipping day for the whole school to develop a further enjoyment of skipping.</p>

	Skipping ropes purchased for an after-school club to run.	£85.95	lessons, with 24 of those children representing out school in football and netball.	To make sure badminton lesson are timetable within the PE curriculum.
	Hall markings – Badminton court to allow for accurate teaching of badminton.	£1175	Class 1 teacher has run a skipping club for Year 1 and 2 children allowing 20 children to take part in a skipping club. This has also seen an uptake of children skipping at break time.	Bike ability has been offered to Year 5 and 6 children for this next academic year.
To provide Year 6 children the training to confidently and safely ride a bike.	Yr 6 Bike ability	£240	Badminton lessons have taken place, with all Year 5 children being able to showcase their badminton skills.	To keep going above and beyond and offer swimming lessons to more than Year 6 children. Therefore, allowing children to become more confident before they reach Year 6.
To raise swimming attainment for Year 6 by introducing swimming lessons in Lower Key Stage 2.	Allocate funding to help support swimming for Year 3,4 and 5 so we can go above and beyond the National Curriculum requirements	£1000	12 Year 6 children have gained confidence and life skills while safely using a bicycle.	Trim trail will be used during break and lunchtimes as an additional boost to physical activity.
To enhance children’s physical and mental wellbeing by improving the schools outdoor learning environment.	To invest in new equipment in additional to our existing trim trail, which will create a playground that is exciting, stimulating, and inclusive and that encourages children to be physically active, work collaboratively and develop problem solving skills.	£8000	This year 70% of Year 6 children have been able to swim 25m. 100% of KS2 children have completed water safety and know how to complete a safe dry rescue.	
			Children are excited to be outdoors and have increased levels of physical activity due to a playground which encourages children to be physically active, problem solve and work collaboratively with their peers.	

Key indicator 5: Increased participation in competitive sport				Percentage of total allocation:
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:
Children need to take part in competitive sport to learn about challenge, perseverance and determination.	<p>To fund a support-staff to take children to competitive sporting competitions.</p> <p>Continue with local school competition of Tattershall Cup in football and Netball</p>	<p>£500</p> <p>£-</p>	<p>42 KS1 children and 55 KS2 children have taken part in competitive competitions through Carre's and JB Sports competitions.</p> <p>Pupils have taken pride in representing their school.</p> <p>Pupils have experienced experience joy of competition.</p> <p>More children have been involved in competitive sports and games including the local Tattershall cup where children compete in netball and football. 14 children took part in the Tattershall Cup.</p> <p>Pupils receive acknowledgement of participation in Celebration Assembly to celebrate achievements and/or success – improves confidence and self-esteem.</p>	<p>The PE leader will maintain and enhance good relationships with other schools involved. This will further enhance the range of competitive sports.</p> <p>Increase pupil's resilience to losing by linking with Personal and Social Development teaching.</p> <p>Tattershall Cup will now run on a yearly basis and children will have further access to local competitions over the net academic year.</p>

Provide transport to larger sporting events, allowing a greater number of children the opportunity to access competitive sport.	A coach will be hired when a sporting competition requires a large number of competitors which would fill a minibus or a coach.	£600	This year there was no competition on a larger scale that required transport. This money has been used to fund new break time equipment for KS1 and towards new gymnastics mats which needed replacing.	Current PE equipment check showed our gymnastics mats needed repair, so money which has not been used this year on transport has gone towards new gymnastics mats.
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Head Teacher:	<i>C.Richardson</i>
Date:	<i>22.7.22</i>
Subject Leader:	<i>A.Hoodless</i>
Date:	<i>22.7.22</i>
Governor:	<i>G.Shaw</i>
Date:	<i>22.7.22</i>