

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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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 31 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	£3,969
Total amount allocated for 2020/21	£16,620 (£20,589)
How much (if any) do you intend to carry over from this total fund into 2021/22?	£10,860
Total amount allocated for 2021/22	£16,610
Total amount of funding for 2021/22. To be spent and reported on by 31st July 2022.	£27,470

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	75%
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	75%
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

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:		
<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:	
			25%	
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>JD hiking days to ensure all pupils experience and have challenges in the natural environment. Aim to build fitness, resilience and confidence in the outdoor environment, and to promote and develop lifelong healthy habits.</p> <p>Develop mapwork skills</p> <p>Broaden experience – specific to our cohorts – Safe, low risk Covid risks e.g. More rural, adventurous terrain.</p>	<p>Planning time, hiking days, support staff and transport provision to enable point to point walks. Safe, adventurous opportunities to be reviewed termly for location and risks (Covid, weather, terrain).</p>	£1,754.78	<p>Hikes completed in:</p> <p>Marholm Barnack Hills and Holes Ferry meadows Deeping Peterborough Town</p> <p>Pupils gained a real sense of achievement and developed their confidence and self-belief through genuine challenge in unfamiliar environments. Map reading skills opportunity for JD2. Geographical and cultural changes from countryside to city centre in one walk (Marholm).</p>	<p>Map reading skills expanded on, compasses purchased ready to enhance skills further.</p> <p>Risk Assessments/route plans for future use. Rucksacks to help those in need financially/less experienced and therefore not got correct equipment.</p> <p>Cultural changes in a single town discuss and further discussed maturely between pupils after hikes.</p> <p>Building on good habits.</p>
<p>Maintain pupil physical activity during the school day by ensuring provision of engaging equipment- tyre park</p>	<p>Playground resources selected and chosen by pupils on a daily basis dependent on weather – team of</p>	£5,538.56	<p>Tyre park/trim trail maintained.</p> <p>Responsibility and respect – pupils</p>	<p>Table tennis played with daily and queued for due to popularity. New equipment has</p>

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serviced, trim trail serviced and added to, equipment updated for playtimes. Staff member on the yard encouraging pupils to be active – especially focussed on those pupils with poor habits. Staff member to support child led games and inspire game variety.	pupils’ responsible changes termly can now be reinstated after Covid restrictions have eased.	(£7,293.34)	mow grass, mark lines (purchased paints) and maintain football pitch. Bats & balls shed purchased – ease of access. Shed hooks purchased for ease of access to equipment in the shed.	been requested and popular. Year 6 pupils taken on responsibility of ‘shed monitors’ and helped to organise new shed. Balance beam added onto trim trail increased usage. MH - requested equipment and feels valued for it to now be in the shed.
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Key Indicator 2: The profile of PESSPA being raised across the school as a tool for whole school improvement				Percentage of total allocation:
				14%
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:
Table tennis needs to be accessible for all and To ensure pupils feel proud and rewarded for participation in sports and activities.	Table tennis tables are fitted (delay from lockdown) as well as the area organised and children given the responsibilities to collect the bats/balls daily. Use reward assemblies to best advantage including taking the trophies home for photographs. Engrave trophies for house events – build upon school history.	£3,700 £45	Table tennis is available at all break/lunchtimes and therefore played daily. HS – Current National Table Tennis Champion for Under11s demonstrating skills and inspiring others, raising own profile. Trophies engraved and house pride evident in pupils’ response to the competitions.	Table tennis tables are queued for daily and staff/pupils are using for enjoyment and competitive games. (Children requesting to play with main school Head Teacher). Review equipment yearly (bats/balls). Engraving ensures school history. Children have shown excitement about the trophies and supported one another before, during and after the competitions.

To use memorable sports experiences as a stimulus in class lessons.	Sports used as a focus for writing work, linked to science and health and promoting wellbeing and healthy lifestyles.	In House	Evidence in writing books and how pupils are able to talk about experiences. Cultural capital for accessing descriptive writing, reading comprehensions etc.	Pupils writing has included words/phrases and concepts from sporting activities throughout the year e.g. Differences between urban/rural, swan/duck, rain/hail, meaning of squelch due to physical experiences.
Lend previously purchased costumes to local dance school.	Local dance school supported for a dance show by using our previously purchased dance costumes (Coloured sashes).	In House (£3,745)	Community spirit - Local dance school supported for a dance show.	Costumes returned in good condition and can be used again. Review Primary School Dance performance via The Cresset.

Key Indicator 3: Increased confidence, knowledge and skills of all staff in teaching PE and sport				Percentage of total allocation: 23%
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:
Sports Premium Co-Ordinator: processing and leading – initiating new sports – seeing events are in place, role in JD1 PE, playtimes, hikes, sports events.	Co-ordination of schemes of learning for JD1 PE - Dance Planning and organisation of additional activities. Evaluation and assessment of quality of provision. Planning next steps to ensure challenge and progress. Co-ordinating and providing CPD/Investigate if staff would like further training, if so which areas.	£3,500	Making sure all children take advantage of the opportunities to engage in games at breaktime. Liaise with PE HOD to ensure quality of provision is as expected as well as compliments and improves skills within main school lead PE. Additional activities are planned, organised and recorded successfully, communicating with main school staff where necessary.	All trips and orders have been organised successfully and communication between school and companies used has been effective and professional. New contacts made for future years. All other intentions have been put into practice and successfully delivered whilst working with the Covid restrictions at the time.

TAs/Cover Supervisors/Staffing costs – support hikes, trips to competitive sports events and playtimes.	Sports/trophy cabinet regularly updated in JD. TAs/Cover Supervisors/staff to support trips and engage all pupils within the activity as well as closer 1:1 support where necessary.	£1,797.41 (£6,333.91)	CPD is suggested and offered to staff in JD. Trophies are engraved promptly and displayed once awarded. Ensuring all children gain the most from the experiences offered.	TAs/Cover Supervisors/Staff have gone above and beyond to ensure all pupils reach their full potential. Continued for next year’s plan.
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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:
To challenge those already meeting the basic requirements of swimming to extend their skills even further; and to support intervention groups. All to be reviewed termly based on Covid restrictions. Diving hoops used to support ‘under water’ skills.	Additional pool time, transport and specialist coaching Expand the session (45 mins) with a view to build fitness, stamina, resilience and self-esteem and bridge the gap caused for some by Covid closures. Bring life preserving skill into sessions for year 5 and 6 pupils Challenge pupils by use of diving pool deep water for able swimmers TA in the water to model and	£5,559.90	Water confidence and skills are growing for non-swimmers. Knowledge and skills are expanding for able swimmers including life preservation and experience in diving pool/deeper water. Weighted hoops increased under water confidence though games.	Confidence of all pupils increased. Certificates show progression. Life preserving skills accessed by all swimmers by wearing pyjamas. Diving hoops added challenge to very capable swimmers as well as using in the diving pool weekly – will continue to be used next year.

<p>Engaging in activity with the focus on enjoyment and breaking down barriers to enjoying sport.</p>	<p>reduce language barriers. Increase confidence for non-swimmers.</p> <p>Weighted hoops purchased.</p> <p>Ceilidh band working in school with pupils to teach dances and inspire pupils to 'have a go'.</p>	<p>£350</p>	<p>A non-competitive sport to inspire and give confidence to all pupils to join in and the concept of "everyone can dance".</p>	<p>A fun, high energy afternoon with a talented band. Pupils gained knowledge of new instruments and confidence in themselves to dance. Contact used again in future. JT – very reluctant at the start and then very quickly enjoyed himself and left the room skipping.</p>
<p>All pupils to participate and engage in Climbing (Rock-Up) and The Cave Bus experience.</p>	<p>Planning, fees, transport and staffing with dates agreed at centres. Designing/instigating the activity program tailored to the needs and aspirations of our cohorts. Each child to show progression and improvement with specific skills.</p>	<p>£2,082</p>	<p>Progression can be seen for each child, including their physical skill level and confidence. Self-esteem impacted positively due to support by staff, peers and own aspirations.</p>	<p>"This is the best school trip ever" "Woah, that's amazing!" Pupils gained both skills and confidence in both activities. Contacts used again in the future due to success of activity and professionalism of both companies.</p>
<p>Fruit trees planted in JD grounds. Pupils understanding about healthy eating and where food comes from during the seasons.</p>	<p>Five mature fruit tress (apple, pear, plum) purchased and planted by the pupils. Gardening equipment purchased to assist year-round skills (planting/watering/harvesting)</p>	<p>£1,529.98</p>	<p>Quality of the trees ensure longevity for the school and the pupils experience the process of gardening. Healthy eating is encouraged and fruit can be taken on hikes and school trips as well as daily break times. Equipment of good quality and child friendly.</p>	<p>Plaque below trees will allow future members of the school to commemorate the Queen's Jubilee. Each year, fruit is harvested by a variety of pupils and eaten on school trips and lunchtimes. Promoting health eating and lifestyle to go with our hikes.</p>
<p>Winter Olympics involvement.</p>	<p>Pupils watch a live section from the Winter Olympics 2022.</p>	<p>In House (£9,521.88)</p>	<p>Professional sport used to inspire and raise awareness of the variety of winter sports as well as increasing national pride.</p>	<p>Inspiration for future sports and knowledge of Olympians for future referencing.</p>

Key Indicator 5: Increased participation in competitive sport				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?	Sustainability and suggested next steps:
Team(s) to participate in 'School Games' competitions when they resume, potentially Summer Term 2022	PE/JD staff – organise and implement trip off sites if restrictions allow. Bags for Medical resources (inhalers etc) purchased. New camera purchased and accessories with Sports mode.	£647.77	Bags allow ease of access for medical resources to be transported when off site. Camera purchased for clear sporting shots. Staffing costs and transport costs covered to ensure children can participate in offsite activities. Many successes and wins over the year.	More planned for 22/23 as restrictions have been lifted. All off site activities were in staffing hours. Bags used daily for all medical needs within school. Results: Cricket - 1 st Hockey - 1 st Athletics - Overall Best Boy & Overall Best Girl
Explore new a competitive sport to help with hand eye coordination and fine motor skills for pupils.	Dartboard, surround and darts purchased. Safety explained to all children and rules for staff.	£170.80	Ready to start Sept 22 – will improve coordination, strength & accuracy of throw.	Competitions with department considered and used with target children regularly.
Sports Day – All students to participate in competitive sport for school Houses. A variety of races to suit all and medals and trophies are required – engraved as required.	New Tug Of War trophy purchased as well as trophies engraved promptly.	£275.55	Excitement shown for new trophy. Engraving completed and trophies in sports cabinet. Children proud to take part for their house with house pride and songs on the day supported by Pupil House Captains.	Quality trophy to add to the school's history. Possible purchase for 22/23 – gazebos due to weather (this year borrowed from main school).
		(£1,094.12)		

Signed off by	
Head Teacher:	Darren Ayling
Date:	22 July 2022
Subject Leader:	Katie Bratt (David Ludford)
Date:	22 July 2022
Governor:	Stephen Crane
Date:	22 July 2022