

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 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?	TBC
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:		
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:	
			13%	
Intent	Implementation	Impact		
These plans are subject to change depending on both local and government circumstances				
<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. 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>	<p>£2,500</p>	<p>Hikes completed in</p> <ul style="list-style-type: none"> - Marholm - Hills and Holes - Ferry meadows - Wansford - Rutland hills - Summer location tbc <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>Maintain pupil physical activity during the school day by ensuring provision of engaging equipment-tyre park serviced, trim trail</p>	<p>Playground resources selected and chosen by pupils on a daily basis dependent on weather – team of pupils responsible changes termly</p>	<p>£1,100</p>	<p>Tyre park/trim trail maintained. Responsibility and respect – pupils mow grass, mark lines (purchased paints) and maintain</p>	

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serviced. 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. Add and replace den building equipment – School council involvement for old bike inners.	can now be reinstated after Covid restrictions have eased. School council will write to local bike shops requesting the bike inners to use as ties (eco).		football pitch. Referee opportunities to inspire different roles in sport and increase respect for players. Shed hooks purchased for ease of access to equipment in the shed. Local bike shops supply old bike inners as tyres to be environmentally friendly.	
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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:
				48%
Intent	Implementation		Impact	
Rotating/spinning feeling used in play to stimulate those within the cohort who require those sensations missed from early years.	Rotating equipment purchased and installed within JD successfully.	£13,000	Equipment is used regularly and enjoyed by pupils. Quality ensures the longevity of equipment.	
To ensure pupils feel proud and rewarded for participation in sports and activities.	Use reward assemblies to best advantage including taking the trophies home for photographs. Engrave trophies for house events – build upon school history.	£150	Trophies engraved and house pride evident in pupils’ response to 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. Urban/rural, Swan/duck, rain/hail, squelch.	

Key Indicator 3: Increased confidence, knowledge and skills of all staff in teaching PE and sport				Percentage of total allocation:
				15%
Intent	Implementation		Impact	
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. Sports/trophy cabinet regularly updated in JD.	£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. CPD is suggested and offered to staff in JD.	
TAs/Cover Supervisors – support hikes, trips to competitive sports events and playtimes.	TAs/Cover Supervisors to support trips and engage all pupils within the activity as well as closer 1:1 support where necessary.	£500	Trophies are engraved promptly and displayed once awarded.	

Key Indicator 4: Broader experience of a range of sports and activities offered to all pupils				Percentage of total allocation:
				20%
Intent	Implementation		Impact	
To challenge those already meeting the basic requirements of swimming to extend their skills even further; and to support intervention groups.	Additional pool time, transport and specialist coaching Expand the session from 45 mins	£3,500	Water confidence and skills are growing for non-swimmers. Knowledge and skills are expanding for able swimmers	

<p>All to be reviewed termly based on Covid restrictions. Possible Summer Term activity at outdoor pool e.g. Bourne Outdoor Pool.</p>	<p>to a full hour with a view to build fitness, stamina, resilience and self-esteem and bridge the gap caused for some by Covid closures.</p> <p>Bring life preserving skill into sessions for year 5 and 6 pupils</p> <p>Challenge pupils by use of diving pool deep water for able swimmers</p> <p>TA in the water to model and reduce language barriers. Increase confidence for non-swimmers.</p>		<p>including life preservation and experience in diving pool/deeper water.</p>	
<p>Engaging in activity with the focus on enjoyment and breaking down barriers to enjoying sport.</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>Pupils more prepared for main school sports day and external competitions which take place on a round running track.</p>	<p>Use running track for JD pupils at least once during the summer term to provide sporting experience.</p>	<p>£100</p>	<p>Every pupil has the opportunity to run on the athletics track therefore technique and confidence (therefore speed) will increase for Sports Day.</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</p>	<p>£1,000</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>Fruit trees planted in JD grounds. Pupils understanding about healthy eating and where food comes from during the seasons.</p>	<p>progression and improvement with specific skills. To be reviewed termly based on Covid restrictions.</p> <p>Five mature fruit trees (apple, pear, plum) purchased and planted by the pupils.</p>	<p>£500</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.</p>	
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<p>Key Indicator 5: Increased participation in competitive sport</p>				<p>Percentage of total allocation:</p>
				<p>4%</p>
<p>Intent</p>	<p>Implementation</p>		<p>Impact</p>	
<p>Team(s) to participate in ‘School Games’ competitions when they resume, potentially Summer Term 2022</p>	<p>PE/JD staff – organise and implement trip off sites if restrictions allow. Bags for Medical resources (inhalers etc) purchased.</p>	<p>£500</p>	<p>Bags allow ease of access for medical resources to be transported when off site. Staffing costs and transport costs covered to ensure children can participate in offsite activities.</p>	
<p>To allow able swimmers to experience competing in a swimming gala.</p>	<p>Time for gala selection built into new longer lessons. Pool hire and training session prior to gala to practice and unite the team.</p>	<p>£420</p>	<p>Gala team selected – extra training time and competitive elements built in.</p>	
<p>Team participate in gymnastics competition when Covid restrictions lift.</p>	<p>Specialist Gymnastics coaching. Transportation and staffing for events.</p>	<p>£350</p>	<p>Expertise from specialist gymnastic coach ensures an increase in confidence, skill level and participation levels ready for the Gymnastic competition which may reopen later in the year.</p>	