

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 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](#).



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Details with regard to funding

Please complete the table below.

| | |
|---|-------------|
| Total amount carried over from 2019/20 | £ |
| Total amount allocated for 2020/21 | £ 16980 |
| How much (if any) do you intend to carry over from this total fund into 2021/22? | £7,223.41 |
| Total amount allocated for 2021/22 | £16,980 |
| Total amount of funding for 2021/22. To be spent and reported on by 31st July 2022. | £ 24,203.41 |

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: 24, 203.41 | | Date Updated: 16.07.22 | |
|---|--|--|--|--|--|
| 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: 17% |
| 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>A progressive PE curriculum taught covering the four main areas of</p> <p>Functional Movement – development of fundamental movement skills.</p> <p>Movement concepts – How, where and why to move and directional awareness</p> <p>Aesthetic movement – body awareness – movement based on dance and gymnastics</p> <p>Manipulative skills – ability to work with equipment and small apparatus and coordinate movements</p> <p>from Nursery to Year 2. PE well-resourced to enable teachers to teach lessons.</p> <p>Blossoms SEND provision given training and resources to enable all pupils to access physical activity.</p> | <ul style="list-style-type: none"> General resources Indoor equipment check Outdoor equipment check Trampoline | <p>£2000</p> <p>£90</p> <p>£130</p> <p>£2000</p> | <p>PE lessons have been more successful due to the resources being available – beanbags, balls, spots, cones, sports day equipment, skipping ropes.</p> <p>Check sports equipment.</p> <p>Term 1 – 2 Trampoline has been delivered and staff have begun Rebound therapy training. Pupils will begin to use the resource in Term 3 and 4.</p> | <p>Audit resources again when new PE coordinator starts – review the curriculum and how it is working.</p> <p>Look at outdoor storage and try to improve accessibility.</p> <p>Train one more member of staff to replace member who has left.</p> <p>Ensure that Blossoms children are identified and start in Term 1.</p> | |
| | | | | | Percentage of total allocation: |

| Key indicator 2: The profile of PESSPA being raised across the school as a tool for whole school improvement | | | | 10% |
|--|---|---|--|---|
| 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: |
| Subject leader monitoring of PE to ensure consistency in delivery of Leap into Life and use of vocabulary within lessons. All pupils to access Forest school opportunities to promote a healthy lifestyle and use gross and fine motor skills in a natural environment. | <ul style="list-style-type: none"> Regular time out for monitoring. Forest school training (x3 staff) | £900 (3 days – 1 each long term) £1400 | Completed for Term 2. Completed in Term 4 – tapestry and floor books. Completed Term 6 Two members of staff trained level 1 and one member level 3 in Term 1 and 2. Write ups to be completed by end of Term 4. Forest school after school club run in Term 2. Reception accessing Forest school sessions in Term 3. Children are developing outdoor skills. All staff completed write up. Staff found out that they had passed in Term 6. Nursery and Reception have all had Forest school. | Ensure that new PE lead monitors PE lessons and Leap into Life and makes changes if needed. Emma – Forest school lead for KS1 has passed level 1. She will be back off maternity in February. Ensure that all children in Year 1 and 2 get forest school opportunities in 22-23. |

| Key indicator 3: Increased confidence, knowledge and skills of all staff in teaching PE and sport | | | | Percentage of total allocation: |
|---|--|--------------------|--|--|
| | | | | 2% |
| Intent | Implementation | | Impact | |
| Your school focus should be clear what you want the pupils to know and be able to do and about | 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 | Sustainability and suggested next steps: |

| | | | | |
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| what they need to learn and to consolidate through practice: | | | changed? | |
| Children to be exposed to high quality PE sessions delivered by well trained staff. | <ul style="list-style-type: none"> • Training for new staff on Leap into Life curriculum | £0 – done through staff meetings and inset. | Staff meeting time used to talk through Leap into Life and embed curriculum. | Review the curriculum and see if it needs to be adapted or changed – listen to staff feedback. |
| Blossoms children to be able to access high quality provision delivered by staff at the school. | <ul style="list-style-type: none"> • Rebound therapy | £984 | Blossoms staff completed training in Term 1 and 2 and all passed assessment. Physically impaired children and ASC pupils accessing sessions to allow for physical activity. 8 children have been through the programme and there have been significant physical and sensory benefits. | Ensure that Blossoms children are identified and start in Term 1. |
| Key indicator 4: Broader experience of a range of sports and activities offered to all pupils | | | | Percentage of total allocation: 62% |
| 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 to be exposed to a range of sporting opportunities. | <ul style="list-style-type: none"> • Climbing wall to come to school for all children. • Forest School resources to enable children to access forest school in all year | £800 £500 | Booked for Term 6 for the whole school. See indicator 3. | Consider next year as a great inclusive physical activity. Look at other possible activities. Consider resources needed for KS1 next year. |

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| | <p>groups.</p> <ul style="list-style-type: none"> • Pentagon - Scooter track and sports playground markings to enable scooter sessions each day for all children throughout the week. Outdoor physical shelters and equipment. | £13,756.56 | <p>Children are now bringing their own scooters and accessing the track during playtimes. Scooter skills sessions have been delivered by active travel team. Outdoor space allows children to be physical and active at all times.</p> | |
|--|---|------------|--|--|

| Key indicator 5: Increased participation in competitive sport | | | | Percentage of total allocation: |
|---|---|--|--|--|
| | | | | 3% |
| 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: |
| A range of sports clubs offered after school to expose children to competitive sport. Attend competitions with other infant schools. | <ul style="list-style-type: none"> Teachers and wider staff to offer after school clubs in football, Netball, dance. Maintain links with other schools through cluster meeting and start competitions when safe to do so. | £200 £600 (time out for subject lead) | Huge take-up for clubs. Football run in Term 1, Dance in Term 3. Children have gone on to develop interests outside of school. | Continue to offer at least two clubs for children each term. |

94% of the budget has been spent. This leaves £1452 to carry over.

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| Signed off by | |
| Head Teacher: | Hayley Farthing |
| Date: | 21.07.22 |
| Subject Leader: | Kevin Hawkins |
| Date: | 21.07.22 |
| Governor: | Mair Allen |
| Date: | 21.07.22 |