

# 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](https://www.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](#).

Created by:



Supported by:



## Details with regard to funding

Please complete the table below.

|   |           |
|---|-----------|
| Total amount carried over from 2019/20  | £0        |
| Total amount allocated for 2020/21  | £19420    |
| How much (if any) do you intend to carry over from this total fund into 2021/22?    | £596.11   |
| Total amount allocated for 2021/22  | £19060    |
| Total amount of funding for 2021/22. To be spent and reported on by 31st July 2022. | £19656.11 |

## 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> |     |
| 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  | TBC |
| 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  | TBC |
| <b>What percentage of your current Year 6 cohort perform safe self-rescue in different water-based situations?</b>  | TBC |
| 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?   | 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: 2021/22   |   | Total fund allocated: | Date Updated: July 22  |   |
|--|---|-----------------------|--|---|
| <b>Key indicator 1:</b> 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:<br>38.16%   |
| 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 have a range of new equipment to cater for new lunchtime arrangements  | Update equipment based on break/lunchtime activities selected from the Sports Crew. | £7500.71              | Children to have increased level of activity and, in turn, levels of fitness.<br><br>Children to develop their physical literacy across a range of activities. | Equipment is stored safely and will be used next year. Replenish as necessary.<br><br>Introduce a fitness test (Mini Hyrox) at the start of each term to encourage children to work on their fitness levels both at school and at home. |
| <b>Key indicator 2:</b> The profile of PESSPA being raised across the school as a tool for whole school improvement  |   |                       |  | Percentage of total allocation:<br>46.05%   |
| 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:  |

|   |   |          |  |  |
|---|---|----------|--|--|
| Select children throughout school to be trained as sports leaders to raise the profile and uptake of sports and games at lunchtimes | 6 year 5 children will take part in the Bassetlaw Games Sports Crew training module. Orange t-shirts and information packs to be provided.            | N/A      | Sports leaders are confident in their physical literacy and have developed confidence.<br>Children are participating increasingly in physical activity at lunch times.   | Recruit a new Sports Crew in Sept 22 allowing more children to take on the role across school. Track this using the heat tool on the School Games website.   |
| Forest Schools will act as a tool to engage and motivate children into outdoor and adventurous physical activities.                 | Year 1 children will take part in one Forest Schools lesson each week.<br>Selected year 3 children to take part in Forest Schools once every 2 weeks. | £9050.70 | Children are more physically active outside of their classroom. They experience interaction with the natural world that surrounds them. As a result of this, children are more motivated in their learning and have increased levels of self-confidence. | The year 1 children will continue to take part in Forest School lessons (1 hour per week).<br><br>Selected year 3 children will be given the opportunity to take part in a Forest Schools lesson after school (1 hour per week). |

|  |  |                    |   | points in preparation for a new OAA (orienteering) unit that both staff and children will follow in Autumn 2 2022.   |
|--|--|--------------------|---|--|
| <b>Key indicator 4: Broader experience of a range of sports and activities offered to all pupils</b>   |  |                    |   | Percentage of total allocation:<br>4.63%   |
| 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 offer a broad range of clubs and 'curriculum sports' to all pupils<br><br>Additional achievements: School Games Bronze Award status awarded for 2021-2022 | Teachers to offer high quality Sports Clubs, festivals and virtual events to all children across school. | £910               | A broader range of clubs / events were participated in over 2021/2022: <ul style="list-style-type: none"> <li>• Jingle Jog</li> <li>• Miss Rebecca's virtual dance session</li> <li>• Pound Club</li> </ul> | Offer year 3 pupils the opportunity to take part in a Forest School's lesson after school for 1 hour per week.<br><br>Bikeability module to be booked and offered to years 3 and 4 in March 23.<br><br>New OAA (Orienteering) unit of work offered within the PE curriculum (years 3-6) and outside the curriculum to KS1. |

| Key indicator 5: Increased participation in competitive sport   |   |                    |  | Percentage of total allocation:   |
|---|---|--------------------|--|---|
|   |   |                    |  | 1.8%  |
| 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 participate in the Bassetlaw School Sports Partnership and make appropriate arrangements for children to represent the school in sporting-based competitions and festivals virtually | <p>To create a boys and girls football team (upper key stage 2) and to compete as part of a local school league.</p> <p>Enter a school team for:</p> <ul style="list-style-type: none"> <li>- Rugby Mega Festival</li> <li>- Boccia (focus on VTS and SEND children).</li> </ul> <p>Organise appropriate transport for journeys to and from the competitions.</p> | £350.00            | <p>Children are enthused about participating and representing their school.</p> <p>PP children and those with SEN have been provided with increased opportunities, including a lunch time Boccia Club which they have enjoyed.</p> | <p>Sign up to School Games and Virtual combined package for 2022/2023</p> <p>PE coordinator to complete the Inclusive PE Self-Assessment questionnaire, taking on board advice where appropriate.</p> |

|                 |            |
|-----------------|------------|
| Signed off by   |            |
| Head Teacher:   |            |
| Date:           |            |
| Subject Leader: | Leah Smith |
| Date:           | July 22    |
| Governor:       |            |
| Date:           |            |