

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](#).

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Details with regard to funding

Please complete the table below.

Total amount carried over from 2019/20	£4,601
Total amount allocated for 2020/21	£17,710
How much (if any) do you intend to carry over from this total fund into 2021/22?	£8124
Total amount allocated for 2021/22	£17,660
Total amount of funding for 2021/22. To be spent and reported on by 31st July 2022.	£25,784

Swimming Data

Please report on your Swimming Data below.

<p>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</p>	
<p>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 2022. Please see note above</p>	68%
<p>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</p>	%
<p>What percentage of your current Year 6 cohort perform safe self-rescue in different water-based situations?</p>	%
<p>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?</p>	No- our swimming provider had no availability.

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: £25,784	Total fund spent: £12,430		
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: 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:		Evidence of impact: what do pupils now know and what can they now do? What has changed?:	Sustainability and suggested next steps:
Increase structured and unstructured opportunities for children to engage in non PE Lesson activity.	Employ extra sports coaches after school Purchase additional equipment for extra curricular clubs	Funding allocated: Allocated: £2500 Actual: £1900	Pupils engage in regular after school clubs. Inactive pupils have been targeted via pupil voice survey. Children have been given the opportunity to experience a wide range of sports. 67% Inactive and pupil premium children have taken part in an afterschool club. Pupils have developed their confidence in different sports through specialist teaching such as Albion coaches teaching rugby. This all has resulted in pupils being engaged in furthering their physical literacy journey beyond the curriculum. Clubs have been based on pupil surveys.	Levels of activity have increased from last year, continuing pupils surveys and voice ensures that engagement maintains or increases. Next steps could be engaging in competition based on clubs both intra and inter.

Municipal equipment for curriculum and extra curricular clubs. Purchase of resources for promoting physical play at lunchtimes	Allocated: £150 Actual: £487	This has increased the active engagement of all pupils and break and lunches. Play Leaders have a more varied range of activities they can deliver meaning that pupils stay interested as they regularly participate in new activities.	Deliver more play leader training on how to utilise equipment. Next steps MTA training to support play leaders work with less active.
Purchase of resources for promoting SEN children engagement in the curriculum.	Allocated: £300 Actual: £230	The purchase of more SEN resources has improved the quality of SEN provision in the school; increasing participation and decreasing the gap between MA and SEN. This has boosted the confidence of those with SEN and as a result increased the SEN engagement with the curriculum. Boccia kits have been purchased to introduce inclusive subjects in the curriculum.	Continue use of equipment in different years to ensure all pupils have the opportunity for equal curriculum.
Purchase good quality outdoor music / PA system to allow for communal dance activities at lunchtime / after school clubs.	Allocated: £750 Actual: £370	This has developed pupil's movement in curriculum lessons and beyond the curriculum. Pupils engaged with dance and the opportunity for music to play has encouraged pupils to move more.	Continue use in lessons and to encourage active play times. Next steps PA system can be used for targeted active play with dance songs and play leaders teaching dances.
Purchase storage bins for the playground so play time equipment is easily accessible.	Allocated: £600 Actual: £295	The play time equipment is more accessible, increasing the use of equipment at break and lunch. Staff are happier to get equipment out because it has a close, safe and organised place to be put away.	Play leaders have the responsibility to ensure equipment is packed away. Sheds are placed out of the wind path to ensure they last longer.

Purchase new PE shed to hold all PE equipment in one organised place.	Allocated: £2400 Actual: out of 22/23 budget.	Ensure all equipment has a safe place to be packed away. Replacing the old shed with a bigger one means new equipment has a place to be packed away so equipment is not getting damaged or broken.	The shed will last year and will also increase the life of equipment meaning that it will not be to be replaced or repaired as soon as it previously would have.
Health and fitness workshop.	Allocated: £380 Actual:£380	This has promoted healthy living to all pupils. Pupils have been educated on how important looking after themselves and being active is. Resulting in more children taking an active approach to their own health.	Next steps educate parents on what pupils learnt to ensure consistency outside of school. Target new students with the same content.
Top up swimming session for year 6.	Allocated: £150	Not achieved carried through 22/23	

Key indicator 2: The profile of PESSPA being raised across the school as a tool for whole school improvement

Percentage of total allocation:
9%

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:
Culture of being a 'sports school' maintained through participation in and success enjoyed at Sports events being celebrated in school and on various media opportunities.	Participation in inter school events organised by PSSP Purchase Staff.	Part of the PSSP subscription. £4000 nominally £700	This has boosted team morale and pride in the school through participating in PSSP event. There has been an increase in participation in inter school competitions across the city.	PSSP annual subscription initials use to all inter school competitions and games. Continued affiliation with the PSSP will ensure that we are able

			Use of active tracker to note how many events pupils have taken part in.	to access these and other opportunities to inspire more children to be active.
Purchase Staff PE kit to be worn for PE lessons.	Allocated: £100 Actual: £580	All staff have become role models to promote physical activity across the whole curriculum. Staff feel like part of a team, all striving for pupils to be more active. Pupils have seen that all staff are responsible for their physical activity rather than just teachers. These have gathered through student questioning on the staff's kit.	Staff have the kit for next year and can continue to be role models for pupils. Investment in high quality kit should mean it only needs additional funding when new staff members join the school. High quality clothing that is activity suitable will promote the image of our school in the wider community. Staff always look the part and set an example for the students.	
Sports for Champion workshop with an elite athlete to inspire pupils.	Allocated: £700 Actual: £700	The profile of PE and being physically active has been raised by inspiring pupils to be active and show them the benefit of pursuing a sport past lessons. We have seen a higher uptake of pupils engaging with gymnastics outside of school.	There is the option to have a different athlete in school which can be funded by crowdfunding. This will inspire pupils to take part in more sports externally.	

Purchase pupil PE tops to be worn in PE lessons.	Allocated: £1260 Actual: £1193	Pupils have developed a sense of school spirit. Pupils felt it showed that we are a school that highlights the importance of school sport. This has highlighted to children the importance of physical education and activity. Pupils are more excited and enthusiastic about PE as they believe they 'look the part'.	Pupils have PE tops they can continue to wear in future years. Top up for new Foundation intake.
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Key indicator 3: Increased confidence, knowledge and skills of all staff in teaching PE and sport				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:
All pupils to benefit from teaching staff developing skills in PE teaching.	Individual coaching for teachers from PSSP adviser .	Part of the PSSP subscription. £4000 nominally £2000	Staff engaged with the whole school and individual CPD. Staff feedback forms suggest that all who participated feel more confident in teaching after the CPD. This has increased knowledge and understanding of implementing the curriculum successfully.	Continued subscription to PSSP. Staff survey to support gaps in subject knowledge. Book in both individual and while team CPD based on where the staff need support.

	Supply cover to engage in monitoring and support activities.	Allocated: £800 supply cover to release teachers. Actual: £311	Subject leader has been able to monitor the teacher's ability to effectively deliver the curriculum. Teachers have been given development areas they can act on to improve their teaching.	Continued monitoring focusing on response to feedback. Use of PSSP to support individual staff for CPD based on monitoring performed in the year.
	Adviser time part of the PSSP subscription.	Allocated: 208 Supply cover to release. Actual: £162	Increased knowledge and understanding of the development of PE in school. Pe development plan has been created in line with the whole school development plan. Adviser time has also helped with OFSTED preparation and meant that the subject lead was prepared when OFSTED wanted to meet to discuss PESPPA.	The PE lead has the knowledge and experience to implement the points for the action plan based on previous meetings with adviser.
PE co-ordinator to increase skills in delivery / monitoring and support of staff in delivery of PE resulting in better PE provision for pupils. .	Level 5 Certificate in Physical Education Specialism course- PE co-ordinator.	Allocated: £1200 Actual: £1200	The PE co-ordinator has more in depth subject knowledge about PE. THIS has allowed the PE lead to evaluate and improve the curriculum based on discussions with other professionals.	The PE coordinator has the qualification and taken action points for the subject. Next steps to take the further level 6 course.

Key indicator 4: Broader experience of a range of sports and activities offered to all pupils

Percentage of total allocation:
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:

<p>Additional achievements: Extending the range of equipment/ coaching available so that new sports are experienced.</p>	<p>To increase the range of PSSP 'intensive days' to be organised.</p>	<p>Part of the PSSP subscription. £4000 nominally £800</p>	<p>Increased interest in rowing after the rowing day . Students participating in online events. Pupils have had the opportunity to experience different sports they would not normally get to experience for example archery.</p>	<p>Continued subscription to PSSP and signing up for the sessions they run. Pupils survey to see which of PSSP's sports offers pupils would like to try. Link with local clubs, sign post pupils where they can continue with the sports they have tried if they want.</p>
<p>Purchase of a range of activities given to students purchase a range of equipment.</p>	<p>Purchase of a range of sports equipment to create a balanced curriculum.</p>	<p>Allocated: £1500 Actual: £409</p>	<p>Continuing to re-stock and resource PE lessons is a priority to ensure that all children can have as much opportunity as possible for skill development. Embedding the new scheme of work will require us to resource lessons appropriately. Assessment will take place at the end of every unit so we should be able to see clearly the progress that children are making. Staff survey to be used to identify any gaps in resources.</p>	<p>Maintaining and updating equipment and resources enables us to provide the best possible provision for children in all year groups. Well-resourced lessons should enable more rapid skill development.</p>
<p>Purchase of equipment to increase fundamental skills as a result of covid.</p>	<p>Purchase of equipment to improve fundamental movement skills.</p>	<p>Allocated: £1500 Actual: £151 (so far)</p>	<p>Foundation stage and key stage one have increased their physical activity. The gap created by covid stopping key developmental stages has been decreased through consistent use of the equipment . SEN across the school has reduced the gaps covid created.</p>	<p>This will increase gross motor skills across the school. This will impact the fine motor skills of pupils.</p>
	<p>Purchasing mapping and orienteering resources.</p>	<p>Allocated £900 Actual: £700</p>	<p>This has raised the profile of OAA in the school. Pupils have the resources to learn orienteering. Pupils are learning to map read</p>	<p>This has removed the misconceptions previously created by inaccurate maps. Have PSSP in to train teachers</p>

			with accurate and detailed maps.	on how to deliver OAA effectively in the curriculum.
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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:
More children to experience competitive sports both within school and inter school events.	Maintain commitment to the range of inter and intra school sports events attended.	Part of the PSSP subscription. £4000 nominally £500 Allocated:Supply cover £1000 Actual:£162	More pupils have participated in inter and intra sports competitions. Each year has participated in at least 1 event at their age level inter and have completed in multiple intra sporting events on average 4 per class. Pupils had the opportunity to practise for events this made them more prepared to compete. Covering the teacher has meant that a specialist member of staff has been able to support pupils at events. Transport cover has increased the amount of events pupils could attend allowing for attending events further away.	Continued subscription to PSSP to have access to the inter events on offer. Enter more events so all pupils have the opportunity to engage in competitions. Annual program of intra school competition and festivals linked to our curriculum map. To provide 1 intra school festival in each half term block. Look into minibus training so more events can be participated in without transport being an issue.
	Participation in Plymouth Primary School challenge, Ocean City run.	Allocated: £400 Actual: £300	Participation in the Ocean city run has increased pupil's participation in physical activity through the weekly club running around the school as well as joining with other schools. This has made pupils feel like part of the community by joining with other schools to run	Next year participation will pay towards participating in the run.

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Signed off by	
Head Teacher:	
Date:	
Subject Leader:	L.Welsh
Date:	
Governor:	
Date:	