

# 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](#).

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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	£19,600
How much (if any) do you intend to carry over from this total fund into 2021/22?	£7100
Total amount allocated for 2021/22	£
Total amount of funding for 2021/22. To be spent and reported on by 31st July 2022.	£

## Swimming Data

Please report on your Swimming Data below.

<p>Meeting national curriculum requirements for swimming and water safety.</p> <p>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.</p> <p><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></p>	
<p>What percentage of your current Year 6 cohort swim competently, confidently and proficiently over a distance of at least 25 metres?</p> <p>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.</p> <p>Please see note above</p>	76%
<p>What percentage of your current Year 6 cohort use a range of strokes effectively [for example, front crawl, backstroke and breaststroke]?</p> <p>Please see note above</p>	70%
<p><b>What percentage of your current Year 6 cohort perform safe self-rescue in different water-based situations?</b></p>	50%
<p>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?</p>	<p>Yes/<b>No</b></p> <p>Next year if swimming lessons are possible we would like to ensure that more children in Year 6 are able to perform safe self-rescue.</p>

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## 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:	
<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					
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 will take part in physical activities across all areas of the curriculum where appropriate. This will help the children to reach their 30 minutes of exercise.	<ul style="list-style-type: none"><li>P.E bag filled with a variety of equipment for children to take home and create a game/activity that they can share with the class.</li></ul>	£500 approx.	<ul style="list-style-type: none"><li>This has had to be put on hold at the minute due to COVID 19 as children are unable to share/ take equipment home. We are hoping to run this next year if appropriate.</li></ul>		<ul style="list-style-type: none"><li>Activities will have to apply to social distancing policies when continued. All equipment will have to be thoroughly cleaned before being sent home with another child.</li></ul>
All children to receive 2 hours of P.E per week plus extra P.E lessons every few weeks.	<ul style="list-style-type: none"><li>Lunchtime supervisor (Sports Plus) who runs games/activities in the BBA for children rotating throughout the week.</li><li>Run morning and after school sports clubs (Sports plus) changing sport each half term to ensure a wide variety of activities for children.</li><li>A wider range of equipment</li></ul>	£5,508	<ul style="list-style-type: none"><li>By continuing to do this it has encouraged more children to be active at lunchtimes with activities changing daily.</li><li>Due to new equipment being purchased sports are now more accessible to all children. We purchased small standing basketball nets to practise</li></ul>		<ul style="list-style-type: none"><li>Continue to use a lunchtime supervisor to run activities at lunchtimes. This will also apply to morning/after school clubs.</li><li>Get involved with an out of school link to sports.</li></ul>

	<p>for children to play with at break and lunchtimes. This will include individual items as well as group activities.</p> <ul style="list-style-type: none"> <li>Using qualified swimming instructors to teach groups in the swimming lessons.</li> <li>Pool hire at Willenhall E Act</li> <li>Coach travel to swimming lessons at Willenhall E Act. (from September to February)</li> </ul>	<p>£588.75</p> <p>£900</p> <p>£765</p> <p>£2,550</p> <p>(This year we were unable to take the children swimming due to COVID restrictions.)</p>	<p>shooting skills at a smaller height before trying the bigger hoops.</p> <ul style="list-style-type: none"> <li>New equipment is also accessible to SEN children to help build on strength, memory or emotional techniques.</li> <li>All children were able to take part at some point during the week if they wish. Coach takes on board activities that children would like to take part in.</li> </ul>	<ul style="list-style-type: none"> <li>Purchase more equipment that can help SEN children in school.</li> </ul>
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**Key indicator 2: The profile of PESSPA being raised across the school as a tool for whole school improvement**

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>We have a qualified sports coach who ensures that high quality teaching of P.E is seen across the school. We also have a qualified sports coach who runs lunchtime and after school clubs. These coaches will often take pupils to events outside of school to compete.</p> <p>Children's achievements are recognised in whole school assembly and on the school twitter page. They can also bring in any awards that they have achieved out of school to share with the class.</p> <p>P.E has a positive impact within our school. We use P.E activities within our lessons where possible. Some examples are within Science investigations and Maths times table practice.</p>	<ul style="list-style-type: none"> <li>• Use the School Games formats for children to become involved in an appropriate level of competition for each year group.</li> <li>• Children are fully engaged in their P.E lessons and are learning new skills that they may not experience out of school.</li> <li>• Children are learning sports within school that they may not be able to access at home.</li> <li>• Being involved in competitions with other schools in the local area.</li> </ul>	<p>£200 medals as rewards for children competing in competitions and after school sports activities.</p> <p>Rewards for sports day activities.</p>	<p>The children see that sports coaches as role models within the school due to their own experiences in particular sports. This has a good impact on the children's confidence and gives them someone to aspire to be like.</p> <p>Due to a wider range of clubs we are getting more children becoming involved in sporting activities both at lunchtime and after school.</p>	<ul style="list-style-type: none"> <li>• Introduce Year 6 sport leaders and a sporting committee. They can help out with sporting events happening in school.</li> <li>• The Sports coaches within school are consistent so the children are familiar with them and expectations are made clear.</li> <li>• Host more sporting events within school and invite other schools to take part.</li> </ul>
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**Key indicator 3: Increased confidence, knowledge and skills of all staff in teaching PE and sport**

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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>Our Sports Coach receives regular training throughout the year within his company. He also delivers staff training to Staff within extra P.E lessons which the teaches team teach with the Sports coach.</p> <p>The sports coach often has other staff from his company come into school that he coaches and gives advice on how to teach particular sports.</p> <p>Both sports coaches will often let the children have some ownership of the game by teaching them the rules, how to referee and how point systems work giving them more independence.</p>	<p>More CPD sessions in active lessons. These are normally through the local school games organiser.</p> <p>Team teaching of P.E with teachers and sports coach on a Friday afternoon with a rotation of classes each week. This has mainly been with Year 5 this year due to them not taking part in swimming lessons.</p> <p>Sessions with sports coach/sports plus to learn key skills for different sports on training days.</p>	<p>£1700 (extra Friday afternoon sessions by sports coach)</p>	<p>We have conducted assessments at the beginning of a term and at the end of the term to see how the children have progressed- fitness tests.</p> <p>Discussions with School Games organiser and other P.E teachers to share ideas that we can use within our own schools.</p>	<p>-Join a Sports network</p> <p>-More training on assessment within P.E</p> <p>-Training on how P.E can have a good impact on other areas of the curriculum.</p> <p>-Look at how we can make P.E more inclusive for pupils with specific needs.</p>
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**Key indicator 4: Broader experience of a range of sports and activities offered to all pupils**

Intent	Implementation		Impact	
<p>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:</p>	<p>Make sure your actions to achieve are linked to your intentions:</p>	<p>Funding allocated:</p>	<p>Evidence of impact: what do pupils now know and what can they now do? What has changed?:</p>	<p>Sustainability and suggested next steps:</p>
<p>As a school we want to ensure that every pupil has the opportunity to represent the school in a competition.</p> <p>We would like to give pupils who are not able to do sports outside of school the chance to take part in competitions between other schools.</p>	<ul style="list-style-type: none"> <li>Building on getting children who are less active/ confident to become involved in competitions both within and out of school.</li> <li>Ensure children in school all have the correct P.E kit to create a sense of pride when representing the school.</li> </ul>		<ul style="list-style-type: none"> <li>Children are building their confidence and knowledge on how to compete. This includes values that should be applied when involved in a competition. It will also help to build on their self-esteem.</li> <li>We had planned to take</li> </ul>	<ul style="list-style-type: none"> <li>Hold a competition within our school. This could be football or Basketball in the BBA if allowed due to COVID 19 restrictions.</li> <li>More competitions within school as well as sports day within the</li> </ul>

<p>Have a kit that children will wear when they represent the school-this will be in the school colours and clearly display the school logo.</p> <p>We offer a variety of sports in our morning and after school clubs to reach a wider range of children.</p>	<ul style="list-style-type: none"> <li>• Host a sport competition within our school and invite other schools.</li> </ul>		<p>part in many different sports this year including football, dance, swimming and basketball however due to COVID 19 we were unable to do this. We did enter a virtual dance festival.</p> <ul style="list-style-type: none"> <li>• We also were unable to host any events this year due to COVID 19, this is something that we will hopefully be able to do in the future.</li> </ul>	<p>different houses.</p> <ul style="list-style-type: none"> <li>• More links with schools in the area to host/ be part of competitive sports.</li> <li>• A kit/T-shirt with the school logo on for children to wear when competing so that they feel part of a team.</li> </ul>
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Key indicator 5: Increased participation in competitive sport				
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>At New Invention we want to ensure that there are a variety of sports/activities that will suit all children. We like to offer children activities that they may not be able to access at home.</p> <p>We offer these activities in:</p> <ul style="list-style-type: none"> <li>• Morning clubs (5 per week)</li> <li>• P.E lessons (At least 2 per week per class)</li> <li>• Lunchtime club (5 per week)</li> <li>• Afterschool clubs (5 per week)</li> <li>• Holiday clubs ( 5 days per week)</li> <li>• Extra P.E lessons (2 classes per week)</li> </ul> <p>Competitions (throughout the year)</p>	<p>Our school continues to offer a range of sports for the children to participate in including: invasion games, ball and net, gymnastics and dance and multi-sports. We offer these in our P.E lessons, morning clubs, lunchtime clubs and after school clubs.</p> <p>We try to range which children are involved in the clubs to give everyone a fair chance of taking part.</p>		<p>We have ensured that more children are taking part in sporting activities from the following groups:</p> <ul style="list-style-type: none"> <li>• Pupil premium</li> <li>• SEND</li> <li>• Boys/ girls</li> </ul> <p>To ensure that everyone has an equal opportunity.</p>	<ul style="list-style-type: none"> <li>• Invite out of school companies in for special sporting weeks.</li> <li>• More sporting competitions within school-linked to the house points. This could end with a sporting team of the year</li> </ul> <p>Ask the pupils what sports clubs they would be interested in.</p> <p>Try to host clubs for less known sports to teach the pupils new skills.</p>