



Evidencing the impact of the Primary PE and sport premium

Website Reporting Tool

Revised July 2021

Commissioned by



Department
for Education

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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.

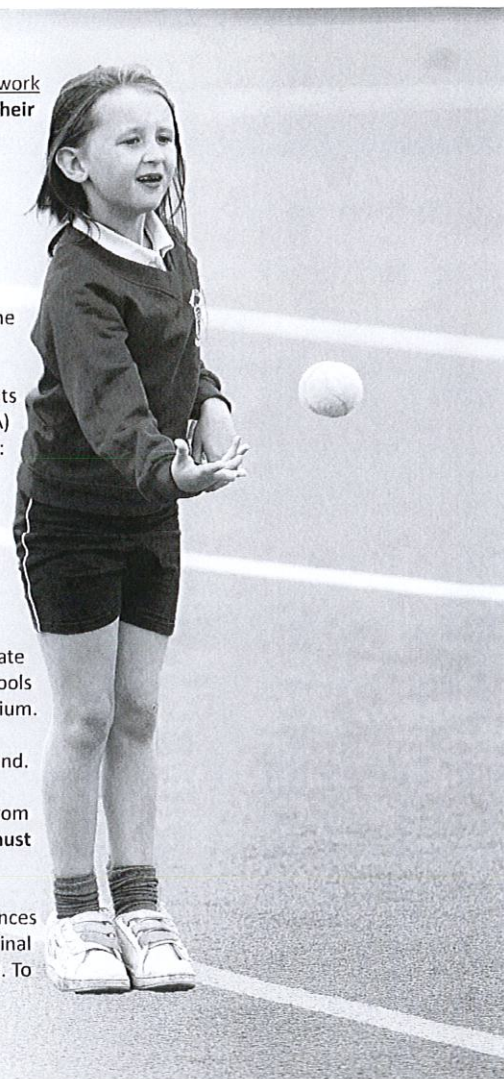
Schools are required to [publish details](#) of how they spend this funding, including any under-spend from 2019/2020, as well as on the impact it has on pupils' PE and sport participation and attainment. **All funding must be spent by 31st July 2022.**

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	£ 0
Total amount allocated for 2020/21	£ 18480
How much (if any) do you intend to carry over from this total fund into 2021/22?	£ 3314
Total amount allocated for 2021/22	£ 18480
Total amount of funding for 2021/22. To be spent and reported on by 31st July 2022.	£ 21794

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	83.3% 40/48
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	83.3% 40/48
What percentage of your current Year 6 cohort perform safe self-rescue in different water-based situations?	69% 33/48
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?	No

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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: 18527	Date Updated: 30.7.21	
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: 41.5%
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:
<ul style="list-style-type: none"> - More pupils to be engaged in active play during lunchtimes that develops their co-ordination and skills - Pupils to have up to three taught PE sessions a week - Increase physical activity during child initiated activities 	<ul style="list-style-type: none"> - Employment of a PE facilitator to run a range of sporting activities during the school day and break times - Over the week, pupils will experience an outdoor sports lesson, an indoor gymnastics/dance lesson and an active fitness session which works towards running a timed mile. - Increase physical opportunities for EYFS with the purchase of new equipment for outdoor activities and forest school. 	£6,300	<ul style="list-style-type: none"> - More children are active during break times and during the school day. - Positive impact on behaviour, particularly during lunchtimes. - Pupils' play is more imaginative - Pupils have increased access to apparatus that encourages them to be active during their learning 	<ul style="list-style-type: none"> - PE facilitator provides training for teachers and lunchtime supervisors - PE facilitator continues to update knowledge through training courses - Annual budget to replace equipment - money will be raised through fund raising activities if required - Basketball posts to be built into the playground. This would give children permanent access to the posts and encourage more invasion style games as well as perfecting their throwing/shooting accuracy.
Key indicator 2: The profile of PESSPA being raised across the school as a tool for whole school improvement				Percentage of total allocation: 13.7%
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:
<ul style="list-style-type: none"> - Pupils' overall fitness levels is raised - The profile of PE remains high in the school and promotes and encourages the application of key character traits 	<ul style="list-style-type: none"> - All pupils receive weekly, monitored fitness sessions. - Individual fitness cards act as a visual incentive to encourage the children further. - KS2 children complete a timed mile on the school grounds - Teams' assemblies celebrate children's successes - Display boards in the school document children's athletic awards and PE successes - Home learning fitness challenges added to the blog during Covid19 by PE facilitator to increase and sustain fitness. 	£2,083	<ul style="list-style-type: none"> • Through running the 'Moorfield Mile,' and recording their times, pupils are more resilient. Pupils also have more stamina and determination to succeed and be the best they can be. 	<ul style="list-style-type: none"> • Purchase more synthetic surfaces to make the active mile accessible in any weather • Children receive training once again - such as Sports Ambassadors / Play Leaders, so knowledge is being shared/sustained and more children are active • Aim to share more successes on school blog

Created by:  Association for Physical Education  Active Partnerships  YOUTH SPORT TRUST

Supported by:  LOTTERY FUNDED  UK COACHING 

Key indicator 3: Increased confidence, knowledge and skills of all staff in teaching PE and sport				Percentage of total allocation:
				14.5%
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:
<ul style="list-style-type: none"> - All pupils are offered a high quality, broad and balanced PE curriculum that ensures progression and a development of skills over time - To ensure that staff have the knowledge and skills required to provide effective teaching and learning experiences for pupils 	<ul style="list-style-type: none"> - PE facilitator team teaches with other members of staff. This has been limited due to Covid restrictions - Purchase of equipment to support delivery of broader PE curriculum - Member of the Telford and Wrekin School Sports Partnership with offers up-to-date advice on teaching, CPD, competitions and progression through school 	£2200	<ul style="list-style-type: none"> - Consistent approach to delivery of sport due to the same planning format and teachers' high standards and knowledge - Children receive high quality PE lessons 	<ul style="list-style-type: none"> - In-house staff can deliver effective PE provision and the quality can be sustained - Employment of tennis coach to work with pupils and teachers - Employment of swimming coach - Swimming catch up programme planned for pupils who are projected to not be able to swim 25 metres
Key indicator 4: Broader experience of a range of sports and activities offered to all pupils				Percentage of total allocation:
				16.5%
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:</p> <p>We want pupils to experience a broader range of sports and activities and appreciate sport in all its forms. This will be delivered through a varied and exciting sports curriculum, sports specialists and residential trips.</p>	Every year, each year group attends a residential trip where sports and different activities are offered, but this has been limited this year. Plans are in place for this to resume next year.	£2500	Only Year 6 were able to attend this year (Kingswood). This ignited a new found interest in a range of new sports and activities that they then can pursue in their own time.	This is sustainable as the cost could be covered by parental contributions if required.

Key indicator 5: Increased participation in competitive sport				Percentage of total allocation:
				13.7%
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 increase the number of children who participate in intra and inter school competitions	<ul style="list-style-type: none"> - Member of TWSSP includes a large range of school competitions and ideas for inter school challenges - Sports register ensures all children are identified and are chosen for future tournaments - House challenges to develop competition opportunities further 	£2,083	Whilst this has been hard this year, the sports register, house competitions and being a member of TWSSP ensured that children were still able to take part and share experiences in some competitive sports within their bubble.	<ul style="list-style-type: none"> - Continue to pay into TWSSP - Use of contacts and ideas from TWSSP to keep competitive sports running - Apply for Platinum Level School Games Mark - Booking transport to ensure every child can attend out of school sporting events