

# 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](http://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 allocated for 2021/22	£19,290 + £4512 carry forward from 2020-21 + £1000 from school budget
Total amount of funding for 2021/22. To be spent and reported on by 31st July 2022.	£23802

## 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. <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? <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. Please see note above	<b>Pre top up: 40% Post top up: 52%</b>
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	<b>Pre top up: 25% Post top up: 35%</b>
<b>What percentage of your current Year 6 cohort perform safe self-rescue in different water-based situations?</b>	<b>Pre top up: 30% Post top up: 40%</b>
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.
Please note that 31% of the pupils in the current Y6 cohort joined the school after swimming lessons took place in Year 2. (3 joined in Y3, 9 joined in Y4 and 6 joined in Y5)	

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Top up swimming was due to take place during last academic year but was cancelled due to Covid restrictions. A group of 12 non-swimmers were targeted for intensive Top up swimming lessons at the start of Autumn Term 2021 in the school's on site temporary swimming pool.

## 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: £23,802		Date Updated: 18.07.22	
<p><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</p>					
INTENT	Implementation		Impact		
<p><b>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:</b></p>	<p><b>Make sure your actions to achieve are linked to your intentions:</b></p>	<p><b>Funding allocated</b></p>	<p><b>Evidence of impact: what do pupils now know and what can they now do? What has changed?:</b></p>	<p><b>Sustainability and suggested next steps:</b></p>	
<p>To encourage more pupils to increase their participation in sport and physical activities.</p>	<p>Building on from 2020, further develop a greater range of organised lunchtime activities for KS1 and KS2 based on their needs and interests. Activities and sports tailored to the needs of all pupils will encourage greater participation and enjoyment of physical activity.</p> <p>Embed use of outside play leaders to support delivery of physical activities that encourage co-operation, communication and resilience, building upon physical skills. (Linked with our 'no outsiders; ethos)</p>	<p>£3,000 – Lunch time clubs (outside provider)</p>	<p>All children are now active on the playground and taking part in at least 30 minutes of physical activity a day.</p> <p>Children have been exposed to new activities and sports through 'Try something new'. Eg Dodgeball, javelin and a range of different ball games.</p> <p>Play leaders led structured games and activities following intense termly training from both Crewe &amp; Nantwich School Partnership and the PE Lead.</p>	<p>Children are physically active and keeping fit.</p>	

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	<p>Encourage pupils to take on leadership roles that support sport and physical activity.</p> <p>Purchase equipment. –as required.</p> <p>To ensure a range of after school clubs are held across both key stages – football, netball, athletics, rounders, cricket, multi-skills, ‘Try Something New’ and Gifted and Talented.</p> <p>Incorporate daily use of high impact educational physical activities (Super movers – BBC teach) to reduce long periods of inactivity during lessons and enable pupils to refocus, recharge and be ready to</p>	<p>Equipment – £545</p> <p>£3000 Sportscape Provision</p>	<p>Midday assistants were also given training.</p> <p>The impact of this is that more pupils were encouraged to join in structured activities.</p> <p>New equipment ensured children were motivated to stay active and try new activities.</p> <p>In Autumn term 46% of KS2 participated in after school sports clubs. In spring term 61% of KS1 pupils and 32% of KS2 attended an after school sports club.</p> <p>In Summer term 20% of KS1 pupils and 37% of KS2 pupils attended an after school sports activity.</p> <p>As a result of promoting KS 1 clubs, participation has significantly increased when compared to last academic year and Autumn 2021.</p> <p>Pupils active throughout the day.</p>	
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	learn. This is a particular focus during remote provision.			
To ensure that pupils remain physically active if they are subject to lockdown restrictions or periods of self – isolation/quarantine	Staff to provide ideas and set activities to keep children active if they are learning from home. Post ideas on the school website.	£0	No school closures this year but school actively promoted out of school sporting activities and as a result approximately a third of pupils participate in sport outside of school.	Children are aware of how to stay and remain active when not in school.
To embed physical activity into the school day through active travel to and from school, active playgrounds and active teaching.	Promote walking or cycling to school through assemblies and walk to school week.		As a result of actively promoting National Walk to School Week, 45% of pupils walked to school every day during that week.	Children will know and understand the impact walking/cycling has on their health
To promote additional outdoor play opportunities in the Early Years by improving the outdoor area.	Astroturf an area of the Early Years outdoor provision.	£3200	Pupils able to use the outdoor area in all weathers.	Pupils will benefit from more outdoor activity.

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

Intent	Implementation	Impact	
<b>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:</b>	<b>Make sure your actions to achieve are linked to your intentions:</b>	<b>Funding allocated :</b>	<b>Evidence of impact: what do pupils now know and what can they now do? What has changed?:</b>
			<b>Sustainability and suggested next steps:</b>

Provide additional swimming provision targeted to pupils not able to meet the swimming requirements of the national curriculum.	Targeted children to take part in top up swimming – Y5 & 6. On site swimming pool and swimming coach for 2 weeks intensive swimming lessons.	£2879 + £751	See above	Children will be able to swim 25m independently.
To celebrate pupil participation in sport achievements	Build on the success of Dance Week, develop pupils' skills and allow them the opportunity to perform in front of an audience.  Sport achievements to be shared on the newsletter, assemblies etc.	Dance week £1000	Pupils motivated to try dance out of school Pupils' dance skills developed. Staff CPD improved. Increased awareness of other cultures and cross curricular links with the school's 'No Outsiders' ethos.  Sports Notice board created leading to celebration of sporting achievement.  Weekly newsletters also highlighted sporting achievement where relevant.	Children can confidently talk about their success in sport.
Pupils, staff and parents are aware of sporting activities and achievement across the school.	Upcoming internal/external sporting events to be advertised on the dedicated sports display board. Results and photos to be displayed. Greater visibility and celebration of sporting achievements.	£50	See above	A greater sporting ethos will be spread across the school.
To understand the importance of a healthy lifestyle.	Build on the success of the school's annual Healthy Living week where children explore all aspects of a healthy lifestyle including mental health and well being.	£120	Children have the knowledge of how to lead a healthy lifestyle. (linked with My Happy mind projects)	Children will know and understand how different aspects of life can impact on a healthy lifestyle.



**Key indicator 3: Increased confidence, knowledge and skills of all staff in teaching PE and sport**

Intent	Implementation		Impact	
<p><b>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:</b></p>	<p><b>Make sure your actions to achieve are linked to your intentions:</b></p>	<p><b>Funding allocated:</b></p>	<p><b>Evidence of impact: what do pupils now know and what can they now do? What has changed?:</b></p>	<p><b>Sustainability and suggested next steps:</b></p>
<p>To provide staff with professional development, mentoring, training and resources to help them teach PE and sport more effectively.</p> <p>To increase confidence and knowledge of all staff in the teaching of PE and sport.</p> <p>To improve pupils' skills.</p>	<p>All staff to work alongside specialist sport coaches (Y1-6). Teachers to take part in team teaching with coaches.</p> <p>Key skills progression is available and used by specialist coaches. Planning is shared with staff so that they can identify how skills link, develop and progress into one another.</p> <p>PE key vocabulary is used by sport coaches and staff.</p> <p>Sport coaches differentiate lessons to suit the needs of the pupils.</p> <p>Different staff to attend sport competitions, to improve their knowledge, understanding and confidence of games/competitions.</p> <p>Observe teaching and learning of PE/via drop ins and provide</p>	<p>£10,763</p> <p>Sportscape provision.</p>	<p>All staff trained and equipped to deliver effective PE lessons leading to improved progression of skills through the school.</p> <p>Staff voice shows the impact CPD has had on their teaching and how they have improved as a result.</p> <p>Observations and pupils' achievements show the improvements in teaching of PE.</p> <p>Observations clearly demonstrate the teaching of skills, followed by the opportunity for children to apply it.</p>	<p>Increasing staff skills and knowledge will enable them to teach effective lessons in the long term without the support of specialist coaches.</p> <p>Regular monitoring will identify strengths and areas for development for targeted support and the sharing of good practice.</p>

	feedback.  Planning scrutiny and feedback.			
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**Key indicator 4: Broader experience of a range of sports and activities offered to all pupils**

Intent	Implementation	Impact	Sustainability and suggested next steps:
<b>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:</b>	<b>Make sure your actions to achieve are linked to your intentions:</b>	<b>Funding allocated:</b>	<b>Evidence of impact: what do pupils now know and what can they now do? What has changed?:</b>
For an increasing number of pupils to participate in a range of sports and competitions.	<p>Introduce new sporting competitions, as well as those that we already compete in – all partnered with CNSSP.</p> <p>To continue with the intra school sport competitions introduced last year.</p> <p>Sportscape to run a variety of after school clubs (see Key Indicator 1)</p> <p>Enable pupils to access a range of sports and activities during</p>	<p>See KI 1</p> <p>See KI 1</p>	<p>Covid restrictions in Autumn 2021 prevented school from participating in competitions with other schools. During Spring &amp; Summer pupils participated in athletics, rounders, football and Games for All competitions.</p> <p>All pupils from Y1 – 6 took part in the intra school sports competition.</p> <p>See KI 1.</p> <p>See KI 1</p>

	<p>lunchtimes that are not covered within the PE curriculum to provide further experiences, ensuring pupils develop new skills and attributes. (SE Key Indicator 1)</p> <p>To take part in multicultural theme dance week.</p>	<p>See KI2.</p>	<p>Pupils experienced different dance styles. Increased awareness of other cultures and cross curricular links with the school's 'No Outsiders' ethos.</p>	
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**Key indicator 5: Increased participation in competitive sport**

Intent	Implementation		Impact	
<p><b>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:</b></p>	<p><b>Make sure your actions to achieve are linked to your intentions:</b></p>	<p><b>Funding allocated:</b></p>	<p><b>Evidence of impact: what do pupils now know and what can they now do? What has changed?:</b></p>	<p><b>Sustainability and suggested next steps:</b></p>
<p>To increase pupils' participation in school games and other sporting competitions.</p>	<p>Create a calendar of competitions for key stage 2– so that children are aware of what competitions we are taking part in throughout the year.</p> <p>Sports clubs and lessons to be taught to identify talented children – across all sports.</p> <p>Target children to be invited to clubs.</p>	<p>See K12.</p>	<p>Increased pupil confidence and pupil participation.</p> <p>An increase in children participating in sport clubs and, in turn, sport competitions.</p> <p>G and T athletics clubs and lessons prepared pupils for external competitions. Pupils targeted for after school clubs if they were identified as G and T.</p>	<p>More children to be taking part in competitive sport externally.</p>
<p>Maintain links with CNSSP for cluster events as well as sports festivals</p>	<p>Take part in new sporting competitions, as well as those that we already compete in.</p>	<p>No cost</p>	<p>Increased pupil confidence and pupil participation, in particular SEN pupils following participation in 'Games for All'</p>	
<p>To partner with other schools to run sport activities and clubs.</p> <p>To offer more opportunities for KS1 in competitive sports</p>	<p>To develop links with local colleges and high schools.</p>	<p>No cost</p>	<p>Increased pupil confidence and pupil participation.</p> <p>Pupils targeted for out of school clubs if identified as having a talent.</p>	

	To take part in year group competitions, alongside sports day and other inter sport competitions.	CNSSP - £600	An increase in the number of KS1 pupils participating in competitive sports Eg Intra Sports competition.	To be an annual event.
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Head Teacher:	<i>J Nurse</i>
Date:	21.9.21 Reviewed 18.7.22
Subject Leader:	<i>Laura Garside</i>
Date:	9.9.21 Reviewed 18.7.22
Governor:	<i>Sonia Cross</i>
Date:	Reviewed 20.7.22