

# 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 2020/21	£ 7,033
Total amount expected / allocated for 2021/22	£16,983
Total amount of funding for 2021/22. To be spent and reported on by 31st July 2022.	£24,016

## Swimming Data

Please report on your Swimming Data below. (NOT APPLICABLE)

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	%
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>What percentage of your current Year 6 cohort perform safe self-rescue in different water-based situations?</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/No

## 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:		
<b>Key indicator 1:</b> The engagement of all 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:
Carry over from previous year due to Covid. Additional Muga equipment to be fitted at the opposite end of the top playground		£5588.67 from 20/21  £5588.67	Children are more confident using the gym equipment. They have more opportunities to stay active during free time. Children love the equipment.	
Employ a sports coach to work with all full-time children from UFS-Year 2, providing weekly sessions on athletics, tennis, football, team games, rounders and rugby giving a broader range of activities offered to pupils to participate in.	Increased quality of PE lessons in KS1 and Physical learning in EYFS with a focus on knowing more remembering more. Termly monitoring of KS1 and EYFS physical education lessons/ learning time.	37 weeks x £200 £7,600	The sports coach finished his contract at the beginning of November.	To employ Featherstone Rovers staff to support children in all aspect of PE (UFS- Year2).
Coach to team teach along with school staff increasing their confidence, knowledge and skills in teaching PE and sport.	Termly monitoring of planning in KS1 and EYFS. Quality provision available for both KS1 and EYFS. Children can learn to understand			

<p>Continue to employ at lunchtime 2 days a week for sporting activities enhancing lunchtime level of activity.</p> <p>Coach organise and run after school clubs ( Monday and Tuesday) offering 50% of places to PP children. Increased participation in after school clubs across KS1 run by staff members.</p> <p>Ensure cross sections of clubs catering for different groups and including <b>mental health and well being as well as physical activity.</b></p> <p>Improve EFS playground flooring / rubber covering ?</p>	<p>that PE can be linked across the whole school and about how it can impact on their long-term health</p> <p>Quality provision out at lunch times. Lunchtime supervisors encouraged in using equipment and encouraging children to take part in games.</p> <p>Identify a list of least active / talented / inclusive children.</p> <p>Identify through class lists who is attending clubs and encourage.</p> <p>To improve safety flooring around wooden play equipment in EYFS playground to make it usable all year round engaging all pupils in physical exercise</p>	£11K	<p>The outdoor area is safer.</p>	<p>Could we have rubber covering on the playground? Fitted Spring 22</p>
---	---	------	-----------------------------------	--

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

**Physical Education, School Sport and Physical Activity (PESSPA)**

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>Start inter age group half termly sports events.</p> <p>Create PE display board in Hall to create interest in Sport, PE and healthy living</p> <p>Purchase / renew resources to support PE sessions and after school clubs focused on active sports and team games in Foundation</p>	<p>Track impact of Dough Disco in correlation with children reaching ELG for manual dexterity in EYFS.</p> <p>Children to complete participation questionnaire, including PE lessons, and after school clubs.</p> <p>Organise healthy lifestyles themed days with each one having a focus on either: healthy eating, exercise, wellbeing or sleep.</p>	£200	<p>Children took part in a rich PE curriculum learning all aspects of PE. Children competed against local teams in the Featherstone area.</p>	<p>To meet with other schools and join in further competitive games.</p> <p>More balls are needed for PE sessions.</p>

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

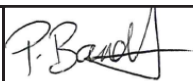
Intent	Implementation		Impact	
Your school focus should be clear what you want the pupils to know and be able to do and about what they need to learn and to consolidate through practice:	Make sure your actions to achieve are linked to your intentions:	Funding allocated:	Evidence of impact: what do pupils now know and what can they now do? What has changed?:	Sustainability and suggested next steps:
Further develop PE leader role.  Increase staff confidence and knowledge on teaching and delivering PE curriculum.  Increase staff confidence and knowledge on assessment of PE	PE leader to attend leaders conference. PE leader to cascade information and training. PE leader to support staff -ideas planning	£250	Course was cancelled due to Covid.	To take part in the next available course.

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

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:
Further develop PE planning and ensure coverage is broad and balanced.  Offer competition for KS1 children to develop skills and confidence.  Children to take part in skill days	Monitor planning and delivery across school. Ensure attendance at inter school competition within pyramid.  Organise skill days throughout the year.	£	Staff have benefited from using Knowsley planning and other PE resources to support their high quality lessons.	To find out what support teachers need to help develop their skills of teaching all aspects of PE.



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:
Finalise KS1 pyramid sports calendar 21/22 to take part in inter school competitions.  Year 1 and 2 involvement in inter pyramid school competition, increasing physical activity	PE leaders across pyramid to meet finalising dates for inter- school competitions.  School to take part in Featherstone pyramid sporting events and competitions	£40  travel costs to pyramid schools	The children who took part in the events thoroughly enjoyed them.	Continue with the local sports events. Use the bus service.

Signed off by	
Head Teacher:	
Date:	27/9/21 <span style="background-color: yellow;">Reviewed – 19/7/22</span>
Subject Leader:	H.Nicklin
Date:	27/9/21
Governor:	Mrs L Earley
Date:	30/9/21