

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](#).



Details with regard to funding

Please complete the table below.

| | |
|-------------------------------------------------------------------------------------|---------|
| Total amount carried over from 2019/20 | £0 |
| Total amount allocated for 2020/21 | £18,517 |
| How much (if any) do you intend to carry over from this total fund into 2021/22? | £0 |
| Total amount allocated for 2021/22 | £18,544 |
| Total amount of funding for 2021/22. To be spent and reported on by 31st July 2022. | £18,544 |

Swimming Data

Please report on your Swimming Data below.

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| <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>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> | Swimming funding for top up sessions: £2,000 |
| <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 2022.</p> <p>Please see note above</p> | 43% (note: children were unable to attend swimming sessions during the COVID pandemic) |
| <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> | 79% |
| <p>What percentage of your current Year 6 cohort perform safe self-rescue in different water-based situations?</p> | 43% |
| <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> | Yes, some year 5 children given additional swimming lessons |

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: | |
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| <p>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</p> | | | | | Percentage of total allocation: |
| | | | | | 0.24% |
| 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 develop balls skills including throwing, catching, rolling, dribbling, kicking, and aiming for a target | <ul style="list-style-type: none"> Sports coach to deliver non-curriculum time sessions and activities (whole school session before school registration, during break times and lunchtime clubs) Resources readily available for children to use independently at break times | | £1,000 | Children appear more confident although progress needs to be maintained and built upon | Continue – plan for progression in activities and assess impact |
| all children in EYFS/KS1 to partake in daily exercise (EYFS 30 minutes per day, KS1 active mile) | <ul style="list-style-type: none"> Sports coach employed to deliver PE sessions in EYFS (additional to curriculum activities for reception and nursery) KS1 children participating in daily active mile (10 minutes) in addition to 2 hours curriculum P.E. | | £3,500 | Significant improvements evidenced in Physical Development, Good Level of Development within the reception cohort 2021-2022 | Maintain 30mins daily physical activity next year with reception & nursery cohort. Expand to include all year 1 and year 2 children. |

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| Key indicator 2: The profile of PESSPA being raised across the school as a tool for whole school improvement | | | | Percentage of total allocation: 0.08% |
| 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: |
| Pupils to have the opportunity to engage with a wide range of sports | Review and update curriculum provision and resources – PE lead and Sports Coach – leadership time PE lead to monitor the effectiveness of P.E. teaching and learning across the school and provide CPD/team teaching | £1500 | Curriculum provision linked to sporting events calendar and reflects needs of the children Children’s skills in a variety of sports improving over time (evidenced in end of year assessments and reporting to parents) | Sustain: Continue Next steps: New P.E. lead to start in September to complete tasks again to ensure further progress made |

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| Key indicator 3: Increased confidence, knowledge and skills of all staff in teaching PE and sport | | | | Percentage of total allocation: 0.04% |
| 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: |

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| <p>KS1: children perform dances using simple movement patterns KS2: perform dances using a range of movement patterns</p> | <p>P.E. subject lead to attend CPD on dance teaching and learning and disseminate to all teachers during INSET Teachers across the school to teach dance curriculum with their class during the autumn term Dance scheme of work purchased to support teachers with planning</p> | <p>£600</p> | <p>Teachers more confident teaching dance. Pupils enjoyed lessons and most were able to meet national curriculum attainment targets. Dances reflected diversity and global cultural awareness.</p> | <p>Dance to be incorporated into drama productions in forthcoming year. Dance show to be produced coordinated by ballet/drama teacher.</p> |
| <p>Key indicator 4: Broader experience of a range of sports and activities offered to all pupils</p> | | | | <p>Percentage of total allocation: 0.39%</p> |
| <p>Intent</p> | <p>Implementation</p> | | <p>Impact</p> | |
| <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>To learn how to play tennis</p> | <p>Free after school tennis club offered to children by member of the staff team (1 term) Resources purchased to run effectively.</p> | <p>£500</p> | <p>Tennis Tennis skills are developing – children have:</p> <ul style="list-style-type: none"> • Learnt 4 basic tennis stances for forehand and backhand • Practiced one-handed backhand basic footwork and a one-handed backhand grip and swing for beginner players. • Simulated the movement of one-handed backhand for beginners. | <p>Sustain: Tennis to become regular feature of the curriculum – included in long term plan. Children to be given opportunities to compete against each other and children from local primary schools through sports partnership.</p> |

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| <p>To introduce, develop and refine karate skills in year 5 & 6</p> | <p>Provision of Karate sessions with specialist teacher for children in UKS2 including a Karate lunchtime club. Children encouraged to make progress through karate bands (purchase bands)</p> | <p>£1,800</p> | <p>The basics in karate have been covered - Stances (Tachikata), Punches (Tsuki), Blocks (Uke), and Kicks (Geri). 8 basic karate moves have been introduced to Year 5 & 6:</p> <ul style="list-style-type: none"> • The Straight Punch: Choku Zuki. • The Front Lunch Punch: Oi Zuki. • The Front Kick: Mae Geri. • The Side Kick: Yoko Geri. • The Roundhouse Kick: Mawashi Geri. • Upper Rising Block: Age Uke. • Middle Block: Soto Uke/Uchi Uke. • Downward Block: Gedan Barai. | <p>Sustain: Continue with karate provision & club Next steps: Explore how children might enter competitions</p> |
| <p>To learn a combination of creative movement skills, fine and gross motor skills, and classical ballet steps</p> | <p>Ballet sessions provided to children in nursery, reception and KS1 as well as an after-school ballet club.</p> | <p>£5,000</p> | <p>Significant improvements evidenced in Physical Development, Good Level of Development within the reception cohort 2021-2022 Children have learnt the 7 Basic Principles of Classical Ballet:</p> <ol style="list-style-type: none"> 1. Standing Correctly. Tail down, spine up. 2. Turning Out. Legs rotate from hip socket, feet follow. 3. Moving Correctly. 4. Balance. 5. Classical Technique. 6. Transferring Weight. 7. Coordination. <p>Children were able to share their progress with parents during an after school performance.</p> | <p>Sustain: Continue with ballet sessions for EYFS and KS1. Next steps: Further develop ballet provision into Lower Key Stage 2, Year 3, enabling these children to continue developing their ballet skills. Include ballet dances in school productions to engage and motivate children.</p> |

| Key indicator 5: Increased participation in competitive sport | | | | Percentage of total allocation: |
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| | | | | 0.25% |
| 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 get involved in competitive sport to learn critical social skills through interacting with other children, while also learning the value of hard work and developing self-esteem and self-efficacy. | Enter more and a greater range of competitions than previously through the Langdon School Sport Partnership | £4,000 | A greater number of children participated in competitions against other schools. Children who participated in competitions demonstrated improvements in: <ul style="list-style-type: none"> • Health • Respect for the rules • Social skills • Physical development • Confidence • Learning to lose • Teamwork | |
| All children to participate in Sports Day with greater range of activities on offer | Sporting4schools to organise Sports Day in collaboration with P.E. lead.: EYFS KS1 KS2 events | £500 | Pupil perception evidences how much most children enjoy participating in sports day - | Sustain: Next steps: Track and field events to be organised for following year |

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| Signed off by | |
| Head Teacher: | Nickie James |
| Date: | 31/7/22 |
| Subject Leader: | Maria Pandya |
| Date: | 31/7/22 |
| Governor: | Steve Ball |
| Date: | 31/7/22 |