

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](#).

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Details with regard to funding

Please complete the table below.

Total amount carried over from 2019/20	£1194
Total amount allocated for 2020/21	£17330
How much (if any) do you intend to carry over from this total fund into 2021/22?	£0
Total amount allocated for 2021/22	£18524
Total amount of funding for 2021/22. To be spent and reported on by 31st July 2022.	£17054 (allocated Dec 21) £1470 unallocated

Swimming Data

Please report on your Swimming Data below.

<p>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</p>	Year 4 cohort – 29/33 87% children had never been in a swimming pool before. 2/33 6 % have had previous swimming lessons.
<p>What percentage of your current Year 6 year 4 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</p>	0%
<p>What percentage of your current Year 6 year 4 cohort use a range of strokes effectively [for example, front crawl, backstroke and breaststroke]? Please see note above</p>	0%
<p>What percentage of your current Year 6 year 4 cohort perform safe self-rescue in different water-based situations?</p>	75%
<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/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: £17330	Date Updated: 29/07/2022	
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: £7900 42%
Intent	Implementation	Funding allocated:	Impact	Sustainability and suggested next steps:
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:		Evidence of impact on young people: what do pupils now know and what can they now do? What has changed?:	
<ol style="list-style-type: none"> Swimming – To be confident in water. Achieve the level 1 water confidence checklist. Playground equipment – To enhance the physical activity at playtimes and lunchtimes. Engaging ALL pupils. Playground markings - To enhance physical activity. Make a safe and inviting environment for children to be active and socialise. TBC Set weekly/termly challenges with Fitbits for classes/pupils. Prizes and incentives for winners. Certificates to promote physical activity. 	<ol style="list-style-type: none"> 10 lessons of swimming for each ks2 class. No swimming provided in last two years therefore need to develop water confidence. Speak to pupils and find out what equipment is most popular. What they would like to have. Purchase sustainable equipment and keep it stored safely and carefully. Get quotes for markings to encourage more activity. Pupils voice and ideas. Liaise with site manager and SLT about long term impact and plan in line 	<p>£2000</p> <p>£2800</p> <p>£3000</p>	<ol style="list-style-type: none"> Year 4 cohort have accessed swimming. 100% of children have developed water confidence and 25/33 have achieved level 1. Evidence = children’s voice and assessment sheet at end of 10 weeks. 9/33 are able to swim unaided. 25/33 are able to perform self rescue. 30/33 know what to do in self rescue situation. “I love swimming and I now have more confidence in the water” “I can now float on my back from over 2 minutes!” More children are visually active during playtimes. ALL children enjoy playtimes and feel there is enough things to do. Children are becoming more responsible for equipment and using it effectively. 	<ol style="list-style-type: none"> To continue additional lessons to develop the swimming ability. Due to the children in school this is regularly the only swimming they do. Measure the progress of next year year 4s and compare having 2 years. Equipment purchased is lasting longer due to increased responsibility and engagement. CH to keep a bank of resources back and swap when/if needed. To act upon quotes with next year funding. Make use of the markings already existing. To ensure batteries are sufficient and allocate to every class from Y1-Monitor by weekly challenges and top steps per term. Presented in end of term assemblies.

	with school development plan. 4. Purchase rewards for children. Pupils to have a voice.	£100	3. Not spent – Awaiting quotes 4. Children have become more self aware of their physical activity. “We love having fitbit challenges, I am now in the top 5 in my class” “ I have improved my steps every term this year!”	
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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:

£400 2.2%

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:
<ol style="list-style-type: none"> Active lessons - Jump start Jonny – To have active brain breaks within the school day. Spare kit – To ensure ALL children are engaging and participating in 2 lessons of PE weekly. 	<ol style="list-style-type: none"> Ensure all teachers have login and using it at least 3x per week. Purchase footwear and upkeep clothing. Swimming costumes/shorts too. 	<ol style="list-style-type: none"> £300 £100 	<ol style="list-style-type: none"> “We do it every day, I love it!”(child) “ It breaks up the lessons in the day and there is such a range of them , my class don’t get bored” (y1 teacher) They are able to access the same broad and balanced curriculum as their peers by having appropriate kit. PE kit is given a high profile within the lessons and expectations have improved. 	<ol style="list-style-type: none"> Purchase next year. Make this an expectation that each class completes it once a day. Re evaluate every half term. Monitor use through child's voice. There is enough kit across the school to maintain and continue to have this as an expectation. St George’s will be smartly represented at future events. Measure by Half termly updates from staff regarding the number of cases where PE kit has been borrowed and/or regular checks with sign in/out sheets.

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Key indicator 3: Increased confidence, knowledge and skills of all staff in teaching PE and sport				Percentage of total allocation:
				£8054 43%

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:
<ol style="list-style-type: none"> 1. CPD – PE specialists 2. Dance CPD (6 weeks per teacher) 3. PE hub 4. Swimming CPD – KS2 teachers TBC 	<ol style="list-style-type: none"> 1. Each teacher to have 2 terms of CPD in an area of their weakness. Conversations with staff on CPD opportunities. Coaches to be observed and planning aligned with PE hub. 2. KS1 and KS2 to have half a term of dance CPD. Focus on sequence and progression in dance. Link dance to themes of topics. Teachers to team teach. 3. Purchase programme and plan the curriculum using that scheme. To ensure progression and broad and balanced opportunities. 4. To book KS2 teachers onto swimming teacher training to increase their knowledge and confidence to deliver activities that promote confidence, stroke development and water safety. (questionnaire prior and after) 	<ol style="list-style-type: none"> 1.£6200 2. £1250 3. £364 3. £240 	<ol style="list-style-type: none"> 1. “CPD this year has been highly effective, lots of new ideas for warm ups and transition from activities”. Staff have found it very beneficial. CH observed children playing games during playtimes they have learnt in lessons. Year 4 play leaders have used these too to teach younger children. Children have commented how they enjoy their lessons and feel they succeed, feel safe and supported in PE. 2. “This has been extremely useful, I have gained lots of knowledge on how to sequence dance lessons” (Y2 teacher) <p>“I loved watching our performance and others” (Child)</p> <p>Expectation and profile of dance across the school has increased. Children have been observed dancing at lunchtimes using aspects from lessons.</p>	<ol style="list-style-type: none"> 1. Teachers feel well supported and equipped from CPD this year to teach lessons independently. (feedback from questionnaires) So CPD won't be needed in games/gymnastics. Utilised in additional sports clubs/opportunities we provide. Regular check ins from CH PE lead to provide support and guidance where needed. 2. Dance CPD to continue. Opportunities to share work with other schools and perform in front of audiences too. 3. Continue with this – a strong programme which staff are using effectively. 4. 2/3 staff in KS2 are now trained next year. 1 staff trained in KS1 (PE lead). Enables further small group work to take place. Monitor the confidence of the staff/allocation of children and PE lead to support further if needed.

			<p>3. Staff questionnaire commented how useful and supportive PE hub is as a resource. All staff feel confident in using and adapting. PE lead observations conclude that it is used effectively providing opportunities for challenge and strong sequences of learning. ALL children enjoy their PE lessons- child's voice.</p> <p>4. "This has been so beneficial- I can't wait to put it into practice next year" (year 2 teacher) "it has helped me teach and have the confidence to support all children in water" (year 3 teacher) CPD has proved very effective and given teachers the confidence and knowledge to support swimming lessons and enable children to have further support. Small group work has seen children make great progress. "I feel safe when Miss ***** is in the pool with me, she helps me and I can now do more on my own"</p>	
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Key indicator 4: Broader experience of a range of sports and activities offered to all pupils Percentage of total allocation:

Intent	Implementation		Impact	£200 1%
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:

1. Create new links with other clubs. Invite clubs in so that children are aware of the clubs that are available to them and provide support for families who show interest and want to become involved with programmes.	1. Get in contact with clubs/providers who are within the local community. Encourage them to visit the school and provide taster sessions for our children.	£200	PE lead signposted a few families to free games/activity days from the council. Due to Covid and limiting visitors at the beginning of the year, this has not been actioned.	A priority for next year. PE lead to allocate time to reach out to local clubs in area and arrange tasters for children in school.
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Key indicator 5: Increased participation in competitive sport

Percentage of total allocation:

£500 2.6%

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:
1. To promote links with the local community and encourage a range of sports.	1. Link with local high school who provide opportunities for competition between a range of first school and promote wider sports activities. Participate in an event once every term.	£500		

Signed off by	
Head Teacher:	M Bradbury
Date:	15/12/2021
Subject Leader:	C Haines
Date:	14/12/2021
Governor:	Lynn Briers
Date:	15/12/2021
Evaluation completed:	30.07.2022