

Evidencing the impact of the Primary PE and sport premium

Website Reporting Tool

Revised July 2021



Commissioned by



Department
for Education

Created by



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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](#).



Academic Year	2021-2022
Total amount allocated for 2020/21	£19,500

Swimming Data

<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>	
<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 2021.</p> <p>Please see note above</p>	85%
<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>	90%
<p>What percentage of your current Year 6 cohort perform safe self-rescue in different water-based situations?</p>	85%
<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: 2020/21		Total fund allocated: £19,500		Date Updated: July 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: 100%
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:
Increased opportunities for all children to be involved in physical activity throughout the school day.	<ul style="list-style-type: none"> Installation of an all-weather trim trail with astro-turf to replace the existing wooden version. Opportunities for all children to use this equipment at lunch and break times to increase physical movement and support good mental health in our SEND children and children with behavioural needs. 		£19,995	<ul style="list-style-type: none"> The installation of the trim trail has seen more children at break/lunchtime being involved in physical activity. It is also used as an activity to reduce stress, support good mental health in the classroom for our children with SEND or behavioural needs. 	<p>More structure needed with the football teams at lunch time e.g. a mix of year 3 and 4 and not Year 3 versus Year 4. Adult support with refereeing football games.</p> <p>Introduction of Sports Clubs and competition training opportunities at lunchtime, led by the Sports Coach. Opportunities to promote football for girls.</p> <p>Introduction of the Daily Mile to promote enthusiasm and regular physical activity.</p>
Key indicator 2: The profile of PESSPA being raised across the school as a tool for whole school improvement					Percentage of total allocation: 0%
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 raise the profile of PE to increase enthusiasm in all children across Years 3-6.	<ul style="list-style-type: none"> Sports Coach to continue to deliver 2 PE sessions a week for each class. Continue to promote sporting achievements in the fortnightly newsletter, celebration collective worship and the sports page on the school website. Continue to celebrate sports men and women in collective worship – inviting sports men and women 	Sports Coach Funding	<ul style="list-style-type: none"> There were limited sports events taking place due to Covid restrictions/staffing but sporting achievements were celebrated as and when appropriate. 	New PE Co-ordinator/Sports Coach to sign up to as many sports events as possible e.g. cross country, netball, football etc. and make sure achievements are communicated via newsletters, Celebration Collective Worship, School Website Sports page.
To improve and maintain children’s mental health and well-being through physical activity.	<ul style="list-style-type: none"> Regular brain breaks during lessons via online platforms. 		<ul style="list-style-type: none"> Brain breaks are happening regularly across the school. The children actively request and enjoy them. Outdoor space also used to promote brain breaks. 	Introduction of Mindfulness in Schools Project – Paws B Mindfulness Sessions in Year 5 – provide a life skill that our children can come back to, equipping them to handle their own thoughts and feelings, teaching them to concentrate, withstand distractions, be more confident, and cope when confronted by crisis.

Key indicator 3: Broader experience of a range of sports and activities offered to all pupils				Percentage of total allocation:
				0%
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	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:

consolidate through practice:				
Continue to offer additional extra-curricular opportunities for all pupils to take part in physical activity and sport.	Continue to offer a range of extra-curricular opportunities for Yeas 3-6 i.e. Dance, Drama, Football, Dodgeball, Athletics, Multi-Skills, Netball, Judo and Yoga. Pupil Premium children have access to one free weekly after school club.	£6,000 after school club provision for PP children.	Increased number of clubs on offer. Increase in number of children attending clubs (including PP children). Children that could not otherwise afford to attend sports club outside of school now have the opportunity to attend clubs offered at school.	Introduction of Sports Clubs and competition training opportunities at lunchtime, led by the Sports Coach. Opportunities to promote football for girls.

Key indicator 4: Increased participation in competitive sport				Percentage of total allocation:
				0%
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"> • Increase our participation within competitive events within the GST Hub and local Guildford schools (opportunities for children who don't often participate in sports and for those talented children). • Ensure that a wider range of pupils participate in competitive sport, both intra-school and inter-school competitions. 	<p>Subject leader to attend termly network meetings to organise inter-school competitions.</p> <p>When inter-school competitions resume, enter as many as possible, including 'Inspire' events that include all abilities.</p> <p>Where possible, provide transport to these competitions e.g. Coach, Minibus</p>	£590 – taken from School fund	<p>Sports network meetings resumed and Subject Leader attended.</p> <p>Some Inter-school competitions resumed in the summer term.</p>	<p>Year 6 Sports Captains to organise some intra-school competitions following Sports Squad Training.</p> <p>Sign up to as many inter-school competitions as possible.</p> <p>JG to attend Sports Network meetings.</p>

Signed off by	
Head Teacher:	<i>Mrs Karen Curtin</i>
Date:	September 2021
Subject Leader:	Mrs Selina Clayton
Date:	September 2021