

# Evidencing the impact of the Primary PE and sport premium

Website Reporting Tool

Revised May 2021



Commissioned by the  
Department for Education

Created by



Support for review and reflection - considering the 5 key indicators from DfE, what development needs are a priority for your setting and your pupils now and why? Use the space below to reflect on previous spend and key achievements and areas for development.

N.B. In this section you should refer to any adjustments you might have made due to Covid-19 and how these will influence further improvement.

Key achievements to date until July 2021:	Areas for further improvement and baseline evidence of need:
<ul style="list-style-type: none"> <li>• Maintaining the silver status through offering a wide range of sporting activities across the school in the autumn and summer terms.</li> <li>• Continuation of completing online sports challenges throughout the lockdown in the spring term of 2021</li> <li>• Resourcing the individual bubbles with an excellent range of resources to ensure the PE provision was safely in place within the constraints of the pandemic</li> </ul>	<ul style="list-style-type: none"> <li>• Applying for the gold status across this academic year</li> <li>• Develop inter-school tournaments</li> </ul>

Did you carry forward an underspend from 2020-21 academic year into the current academic year?

NO

**Total amount carried forward from 2020/2021      £ 0**  
**+ Total amount for this academic year 2020/2021   £19,170**  
**= Total to be spent by 31st July 2022                      £19,170**

<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 transfer to the pool when school swimming restarts.</p> <p><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></p>	<p>Due to the pandemic and Covid restrictions, pupils were unable to access swimming lessons across this academic year and therefore unable to be assessed in their swimming abilities.</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><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 2021.</p> <p>Please see note above.</p>	<p>Pandemic- Please see above.</p>
<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>	<p>Pandemic- Please see above.</p>
<p><b>What percentage of your current Year 6 cohort perform safe self-rescue in different water-based situations?</b></p>	<p>Pandemic- Please see above.</p>
<p>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?</p>	<p>No</p>

## 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.

<b>Academic Year: 2021-22</b>		<b>Total fund allocated: £19,170</b>		<b>Date Updated: 5<sup>th</sup> July 2021</b>	
<b>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</b>					Percentage of total allocation: %
<b>Intent</b>	<b>Implementation</b>		<b>Impact</b>	1.5	
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"> <li>Active Committee to agree enrichment offer for all- led by PE lead</li> <li>Develop the physical world within the EYFS area to provide opportunities for pupils to be active and interactive; and to develop their co-ordination, control, and movement.</li> </ul>	<ul style="list-style-type: none"> <li>Active Committee in place and agree an offer of broad range of enrichment activities so that pupils experience a broad range of enrichment activities</li> <li>PE lead to support EYFS with setting up a range of activities to support with development of co-ordination, movement, interactivity and physically being active. Pupils use equipment with improved co-ordination, control and movement.</li> </ul>	<ul style="list-style-type: none"> <li>£280</li> </ul>			

Key indicator 2: The profile of PESSPA being raised across the school as a tool for whole school improvement				Percentage of total allocation:
				%
Intent	Implementation		Impact	13
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"> <li>The profile of sports is raised and all children to be involved in at least one sports club across the academic year</li> <li>End of Year 6 outcomes increase to be in line with the national average</li> </ul>	<ul style="list-style-type: none"> <li>The school offer: clubs to be available at different times of the day- before opening, during lunchtime and after school- to ensure all pupils have access</li> <li>Timetabling to ensure that Year 6 have access to swimming lessons and if identified- receive the top-up swimming sessions as identified to raise the percentage of pupils that are able to swim at least 25 metres</li> </ul>	<ul style="list-style-type: none"> <li>£2,500</li> </ul>		

Key indicator 3: Increased confidence, knowledge and skills of all staff in teaching PE and sport				Percentage of total allocation:
				%
Intent	Implementation		Impact	45
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"> <li>All staff to develop their teaching skills. CPD planned across the year to review quality first teaching in all areas of PE</li> <li>Medium and long term plans in place to support embedding skills across the years</li> </ul>	<ul style="list-style-type: none"> <li>All staff develop their pedagogical knowledge to plan, prepare, deliver, and assess QFT of PE. Specialist sports teacher onsite for staff to observe, team-teach and be observed to enhance own skills</li> <li>PE Passports in place</li> </ul>	<ul style="list-style-type: none"> <li>£8,000</li> <li>£720</li> </ul>		
<b>Key indicator 4: Broader experience of a range of sports and activities offered to all pupils</b>				Percentage of total allocation:
				%
<b>Intent</b>	<b>Implementation</b>	<b>Impact</b>	26	
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"> <li>Pupils to access afterschool sports clubs</li> <li>Early morning clubs to be planned for identified pupils</li> </ul>	<ul style="list-style-type: none"> <li>Specialist sports teacher to provide a range of sports clubs which will run across the year</li> <li>Pupils to be offered a healthy breakfast and an activity to promoting healthy lifestyles</li> </ul>	<ul style="list-style-type: none"> <li>£4,000</li> <li>£1,000</li> </ul>		

Key indicator 5: Increased participation in competitive sport				Percentage of total allocation:
				%
Intent	Implementation		Impact	14
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"> <li>Develop pupils understanding of sportsmanship through accessing competitive sports- within school, across the Trust and the local community- both within school time and as an afterschool club</li> </ul>	<ul style="list-style-type: none"> <li>Sports lead to work with staff across the school, Trust and in the local areas and set up competitions to enhance the experiences for all pupils.</li> </ul>	<ul style="list-style-type: none"> <li>£2,670</li> </ul>		

Signed off by	
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Date:	8/7/21
Subject Leader:	Lisa Draper
Date:	8/7/21