

# 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](http://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



## Details with regard to funding

Please complete the table below.

|   |         |
|---|---------|
| Total amount carried over from 2019/20  | £0      |
| Total amount allocated for 2020/21  | £17,120 |
| How much (if any) do you intend to carry over from this total fund into 2021/22?    | £1361   |
| Total amount allocated for 2021/22  | £17,240 |
| Total amount of funding for 2021/22. To be spent and reported on by 31st July 2022. | £18,601 |

## Swimming Data

Please report on your Swimming Data below.

|   |     |
|---|-----|
| Meeting national curriculum requirements for swimming and water safety.<br><br>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.<br><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?<br><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.<br>Please see note above  | 95% |
| What percentage of your current Year 6 cohort use a range of strokes effectively [for example, front crawl, backstroke and breaststroke]?<br>Please see note above  | 95% |
| <b>What percentage of your current Year 6 cohort perform safe self-rescue in different water-based situations?</b>  | 95% |

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?

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: |   | Date Updated: 31/7/2021   |   |
|---|---|-----------------------|---|---|---|
| <p><b>Key indicator 1:</b> 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:   |
|   |   |                       |   |   | 51%   |
| Intent  | Implementation  |                       | Impact  |   |   |
| <i>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:</i>  | <i>Make sure your actions to achieve are linked to your intentions:</i> |                       | <i>Funding allocated:</i>   | <i>Evidence of impact: what do pupils now know and what can they now do? What has changed?:</i> |   |
| Encourage children to improve fitness levels as a result of COVID-19 pandemic lockdowns.  | Purchase outdoor gym equipment  | £8761.00              | <p>Pupils can engage in a wider range of physical activity during playtime and lunchtime hours.</p> <p>Teachers can implement use of equipment during PE sessions or as movement breaks between lessons during the day.</p> <p>Gym equipment available for children to use before start of school and also for those who attend breakfast and teatime club.</p> <p>Children have been exposed to a different type of fitness that they may find more engaging than previous activities offered.</p> |   | <p>Have equipment available for use for all children throughout the year.</p> <p>Continue to monitor children who are choosing to use equipment and those who could use extra encouragement to be more physically active.</p> |
| <p><b>Key indicator 2:</b> The profile of PESSPA being raised across the school as a tool for whole school improvement</p>  |   |                       |   |   | Percentage of total allocation:   |

|  |   |                           |   | 0%  |
|--|---|---------------------------|---|---|
| Intent   | Implementation  |                           | Impact  |   |
| <i>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:</i> | <i>Make sure your actions to achieve are linked to your intentions:</i> | <i>Funding allocated:</i> | <i>Evidence of impact: what do pupils now know and what can they now do? What has changed?:</i> | <i>Sustainability and suggested next steps:</i> |
|  |   | £                         |   |   |

| <b>Key indicator 3: Increased confidence, knowledge and skills of all staff in teaching PE and sport</b>   |   |                           |  | Percentage of total allocation:   |
|--|---|---------------------------|--|---|
|  |   |                           |  | 3%  |
| Intent   | Implementation  |                           | Impact   |   |
| <i>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:</i> | <i>Make sure your actions to achieve are linked to your intentions:</i> | <i>Funding allocated:</i> | <i>Evidence of impact: what do pupils now know and what can they now do? What has changed?:</i>  | <i>Sustainability and suggested next steps:</i>   |
| Staff to become more confident in skills and rule of play for games, gymnastics and dance lessons.   | Annual subscription to Youth Sports Trust                               | £241.42                   | Staff knowledge and confidence increased through attending dance course.<br><br>*Some courses carried over to next academic year due to COVID-19 | Continue with subscription in 2021/22 as upcoming courses highly suitable and useful for current and new staff members. |

|  |   |         |   |   |
|--|---|---------|---|---|
| Children to have consistent PE lessons that build on the fundamental skills. | Annual subscription to Real PE scheme of learning | £245.00 | Children have now experienced 3 consecutive years using the scheme (albeit broken up with lockdowns). Children are showing improvements in their fundamental skills and are able to challenge themselves better to achieve personal best. | Continue with subscription in 2021/22. Look into other schemes offered by the company and whether any would prove suitable. |
|--|---|---------|---|---|

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

Percentage of total allocation: 22%

| Intent   | Implementation  |                           | Impact  |   |
|--|---|---------------------------|---|---|
| <i>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:</i> | <i>Make sure your actions to achieve are linked to your intentions:</i> | <i>Funding allocated:</i> | <i>Evidence of impact: what do pupils now know and what can they now do? What has changed?:</i> | <i>Sustainability and suggested next steps:</i> |

|  |  |          |   |  |
|--|--|----------|---|--|
| Encourage more children to be physically active and find an area of sport they particularly enjoy. | Purchase basketball posts for playground and have lines repainted on playground (to include tennis, basketball and netball courts) | £3850.00 | <p>More opportunities to teach and learn about a broader range of sports and games since there are now more options accessible.</p> <p>Children have been given the opportunity to be more physically active during playtimes, lunchtimes and for those who attend teatime and breakfast clubs with the chance to use the new lines and posts during these times.</p> | <p>PE lead to ensure that basketball, tennis, netball, badminton etc. are included in long term plan for all year groups.</p> <p>Monitor usage and continue to look into ways that lines and posts can be used to continue to increase participation in physical activity.</p> |
|--|--|----------|---|--|

**Key indicator 5: Increased participation in competitive sport**

Percentage of total allocation:  
16%

| <b>Intent</b>  | <b>Implementation</b>   | <b>Impact</b>             |  |
|--|---|---------------------------|--|
| <i>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:</i> | <i>Make sure your actions to achieve are linked to your intentions:</i> | <i>Funding allocated:</i> | <i>Evidence of impact: what do pupils now know and what can they now do? What has changed?:</i>  |
| To offer children the opportunity to attend inter school competitions and festivals.<br><br>Allows staff additional CPD and experiences through attending events.  | Membership of Chipping Norton Partnership of Schools                    | £2662                     | <p>Pupils have had the opportunity to attend two events at the end of this academic year: football tournament and orienteering festival.</p> <p>Children have experienced inter school competition and also have widened their understanding of sports and games through the orienteering.</p> |
|  |   |                           | <p><i>Sustainability and suggested next steps:</i></p> <p>Continue with membership into following year as more tournaments and festivals will go ahead with restrictions lifting and therefore giving children fuller experiences.</p>   |

|                 |               |
|-----------------|---------------|
| Signed off by   |               |
| Head Teacher:   | Kim Griffin   |
| Date:           | 31/7/2021     |
| Subject Leader: | A.J. Reynolds |
| Date:           | 31/7/2021     |
| Governor:       | FGB           |
| Date:           | 31/7/2021     |