

# 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 July 2021. To see an example of how to complete the table please click [HERE](#).

Created by:



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## Details with regard to funding

Please complete the table below.

Total amount carried over from 2019/20	£0
Total amount allocated for 2020/21	£17,888
How much (if any) do you intend to carry over from this total fund into 2021/22?	£10,417
Total amount allocated for 2021/22	£28,267
Total amount of funding for 2021/22. To be spent and reported on by 31st July 2022.	£17,888

## Swimming Data

Please report on your Swimming Data below.

<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><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>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 2020.</p> <p>Please see note above</p>	<p>90% of our children in Year 6 at the end of 2020 were able to swim 25m.</p> <p>72% of our children in Year 5 at the end of 2020 were able to swim 25m.</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>70% of the children in Year 6 at the end of 2020 were able to use at least 2 strokes effectively.</p> <p>58% of the children in Year 5 at the end of 2020 were able to use at least 2 strokes effectively.</p>

<p><b>What percentage of your current Year 6 cohort perform safe self-rescue in different water-based situations?</b></p>	<p>33% of the Year 6 children at the end of 2020 performed safe self rescue in different water based situations</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 not yet – but may need to do so when we have taken Year 5 and 6 this year and they have been assessed against the NC requirements.</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.

Academic Year: 2020/21	Total fund allocated:	Date Updated:		
<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:	
			%	
Intent	Implementation	Impact/Evidence	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:	Funding allocated:	Evidence of impact: what do pupils now know and what can they now do? What has changed?:	
<ul style="list-style-type: none"> <li>All pupils to receive 2 hours taught PE a week</li> <li>Fully implement 'The Golden Mile' 6 times across the school year</li> <li>Lessons to be more active throughout the day and across the curriculum</li> <li>Use of '5 a day' &amp; brain breaks to be used to re-focus children and improve concentration in readiness for all learning.</li> <li>All children to attend at least one club.</li> <li>All Year 5 &amp; 6 pupils to receive intensive swimming lessons in the Spring Terms.</li> <li>Targeted Year 5/6 non-swimmers to participate in booster lessons</li> </ul>	<ul style="list-style-type: none"> <li>Staff to incorporate at least 2 hours of PE into their weekly timetable.</li> <li>Teaching team to observe Premier Sports coaches and how they deliver lessons to support team members to be confident in teaching the necessary skills and knowledge in PE.</li> <li>Basic skills to be improved across the school by multi skills being a key focus for KS1</li> <li>Pupils to 'walk a mile' at least twice a week whilst at school.</li> <li>Lessons to be more active throughout the day. Less sitting down where possible.</li> <li>Update staff on new strategies and guidelines.</li> <li>After school clubs are planned over the year to ensure that</li> </ul>	£1500 per term for Premier Sports Coaching £300 x 6 for Golden Mile each term Five a day subscription £180 annually Subsidised clubs for PP and SEN children each term – average £200 each term	<ul style="list-style-type: none"> <li>✓ 50% attendance at clubs</li> <li>✓ Whole school competitions held for Sports Day were a huge success. Children really care who wins and all contribute to their team.</li> <li>✓ Whole school participated in Walk a Mile /Wake Up and Shake Up - children asked to do it again!</li> <li>✓ All children participated in Wise Up Team building days – talked of leadership, collaboration and persistence.</li> <li>✓ Staff ran clubs that followed their own interests and skills to inspire pupils to get active.</li> <li>✓ Sports &amp; Health Week was loved by all -inspirational GB athletes as well as key</li> </ul>	<ul style="list-style-type: none"> <li>❖ Staff offering extra curricular clubs once Covid Catch Up clubs have taken place</li> <li>❖ Club links – invite local sports clubs in to do taster sessions - already forging links with MEAPA and Cobham Bowling Club for 21-22</li> <li>❖ Link to CPD – staff to learn new activities to offer e.g. yoga</li> <li>❖ George Fouche to work with PP and SEN children primarily in 21-22 to raise self esteem, resilience and develop leadership and collaboration qualities.</li> <li>❖ Book GB athletes for June 22 ensuring different sports are represented</li> </ul>

<ul style="list-style-type: none"> <li>All pupils to participate in an intra - competition every term (In pe sessions) 3 a year!</li> <li>Children given opportunities to participate in inter competitions through PE consortium activities.</li> <li>Improve links with external clubs - find new contacts in areas requested by children at school council</li> <li>Enhance activity at lunch and break times. Promote the use of the multi gym equipment.</li> <li>Pupils to complete personal challenges in PE at the start of each new PE area.</li> </ul>	<p>there is a wide offer choice for all children to choose from.</p> <ul style="list-style-type: none"> <li>PP and SEN have first choice at these clubs</li> </ul>	<p>Annual subscriptions £60</p> <p>September 2020– dance lessons and karate lessons were added to the first term’s PE curriculum as enrichment and to get children moving 3 hours of PE a week that term!</p> <p>£1000</p>	<p>note speaker on Mental Health George Fouche led workshops with all the children. Positive buzz around the school and still referred and talked about.</p> <ul style="list-style-type: none"> <li>✓ Personal challenges in PE lessons have highlighted children’s individual steps in progress in this area.</li> </ul> <p><b>Evidence sources:</b></p> <ul style="list-style-type: none"> <li>Club registers</li> <li>Team registers</li> <li>Improved attitude towards PE</li> <li>Data on tracking system</li> <li>Pupil voice questionnaire after Sports and Health Week</li> <li>Observations and assessments by PE lead</li> <li>PE Foundation Subject Books targeting SEN and PP children</li> <li>Newsletters/club letters</li> <li>Website</li> </ul>	<p>than in previous years.</p> <ul style="list-style-type: none"> <li>❖ The regular intra and inter competitions to be resurrected and enjoyed once again!</li> <li>❖ Play leaders to be trained and utilised as soon as possible in 21-22.</li> </ul>
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<p><b>Key indicator 2: The profile of PESSPA being raised across the school as a tool for whole school improvement</b></p>	<p>Percentage of total allocation: %</p>
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Intent	Implementation		Impact	
<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>
<ul style="list-style-type: none"> <li>Use the principles of PE to link to our TRUST values/ SMSC across the school</li> <li>PE objectives link to school learning behaviours</li> <li>Display values and behaviours</li> </ul>	<ul style="list-style-type: none"> <li>All staff to plan to and use our TRUST values in PE. AFL Bubbles to be used for children to respond to, to show their use of these values in PE lessons.</li> </ul>	<p>£ 1000 - GB athletes visit during every Sports week – worth every</p>	<ul style="list-style-type: none"> <li>✓ All PE foundation class evidence books demonstrate how the TRUST values and SMSC values have been used within PE lessons.</li> </ul>	<ul style="list-style-type: none"> <li>❖ PE Evidence Books to be an accurate and interesting record of children’s personal challenges and development of skills and</li> </ul>

<p>that we expect in all classrooms and outdoor areas</p> <ul style="list-style-type: none"> <li>Assemblies led by pupils celebrating achievements and major sporting events.</li> <li>Celebrate participation through certificates/Stars of Day and Week!</li> <li>Ensure that House &amp; Sports Leaders are clearly recognised.</li> <li>House competitions</li> <li>Class/year competitions</li> <li>Invite visitors to school as role models</li> <li>Sponsored events – Cobham Waddle</li> </ul>	<ul style="list-style-type: none"> <li>PE objectives to be clearly knowledge and skill based with skills being linked to leadership, resilience, tolerance, respect, unity, strength and truth. Check PE evidence books to ensure these are part of the skills LO. TA meetings to cover this expectation and passed on to sporting providers.</li> <li>Achievement assemblies held each Friday to include sporting achievements both in school and out of school.</li> <li>Talent Show annually held to encompass sporting talents both in school and out of school.</li> <li>Stars of week to be linked to trust values and leadership qualities.</li> <li>Display of house and sports leaders for all to recognise.</li> <li>House Competitions x 3 a year - Cobham Waddle, Colour Run and Sports Day</li> <li>Within class PE lessons, houses to be used.</li> <li>During Sports Week each year GB athletes to visit to inspire and provide positive role models for a healthy and active mind</li> </ul>	<p>penny!</p> <p>£800 George Fouche – Wellbeing and Mental health in Sport Workshops for whole school</p> <p>Yoga Day £200</p> <p>Fitness sessions £300</p>	<ul style="list-style-type: none"> <li>✓ Children’s acquisition of knowledge and skills in the books to show progression and understanding.</li> <li>✓ Celebrations and rewards demonstrate the impact that success in a sporting area can have upon well being and self-esteem.</li> <li>✓ Celebrating others successes seen as a team response by the whole school.</li> <li>✓ Talent Show in past years showcased the plethora of activities that children do outside of school. Other children chose to try these based on what they saw.</li> <li>✓ Rewards now seen as not just for academic reasons but for personal and developmental qualities and positive personality traits.</li> <li>✓ Competitions did not happen last year due to bubbles not being allowed to cross fertilise, but will be resurrected again in 21-22</li> <li>✓ Athletes were just amazing and embodied our TRUST values and showed the importance of gaining an education alongside training and hard work!</li> </ul>	<p>knowledge.</p> <ul style="list-style-type: none"> <li>❖ Assemblies to continue to focus on whole achievements – not just academic – as well as personal qualities and strengths.</li> <li>❖ Intra competitions to be planned for 21-22.</li> </ul>
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Key indicator 3: Increased confidence, knowledge and skills of all staff in teaching PE and sport				Percentage of total allocation:
				%
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"> <li>Enhance the knowledge, confidence and skills of staff to ensure the quality of PE is consistently 'Good' or higher across the school</li> <li>Investment in a robust scheme and lesson planning for teachers</li> <li>PE coordinator to give clear guidance on what is to be taught.</li> <li>PE provider to help improve confidence and expertise of staff.</li> <li>PE Leader to be supported by members of the SLT to ensure effective subject leadership and monitoring</li> <li>PE conference- coordinator to attend</li> <li>Improve knowledge of staff in more sports/ activities by planning alternative PE provision with Premier Sports on a two year cycle.</li> </ul>	<ul style="list-style-type: none"> <li>PE provider to teach alongside teachers and run 2 after school clubs each term</li> <li>INSET on areas highlighted as areas for developing confidence</li> <li>Coordinator implemented clearly linked curriculum maps &amp; progression of skills document to support teachers planning.</li> <li>PE conference- coordinator to attend</li> <li>Qualified sports coaches to team teach alongside staff to develop knowledge, confidence and skills</li> <li>Time for PE co-ordinator to lead and monitor (observations) PE across the school, including curricular and extra-curricular PE</li> </ul>	<p>£800 for PE Inset day was planned but not delivered. Rescheduled for 21-22</p> <p>£150 for PE lead to attend PE conference but was postponed.</p>	<ul style="list-style-type: none"> <li>✓ Provider shared high quality planning and assessment with all team members.</li> <li>✓ Inset day has to be rescheduled due to Covid</li> <li>✓ Provider led year group specific after school clubs in their bubbles – numbers attending were 10+ in each session, which from one class was excellent during uncertain times.</li> <li>✓ Knowledge and skills map for each area and each year group has been referred to in lesson objectives throughout the year and children are wholly aware of the differences.</li> <li>✓ PE lead did not attend conference last year but will do so this year.</li> <li>✓ PE lead monitored both PE provider and teacher led PE lessons. All lessons were at least good and children participated fully.</li> </ul>	



Key indicator 4: Broader experience of a range of sports and activities offered to all pupils				Percentage of total allocation:
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"> <li>Coordinator to update each curriculum map to ensure coverage of a range of sporting activities.</li> <li>Improved attitudes and participation in PE, as well as trying new things</li> <li>All pupils will participate in 2 hours of PE per week</li> <li>All pupils will engage in extra curricular PE</li> <li>SEND &amp; PP pupils targeted for clubs, challenges and competitions</li> </ul>	<ul style="list-style-type: none"> <li>Coordinator to write year group curriculum maps.</li> <li>Audit resources and planned curriculum changes so that equipment can be purchased in time for new sports- e.g. orienteering, badminton, seated volleyball, boccia</li> <li>Broad range of clubs offered</li> <li>All classes timetabled to use outdoor equipment weekly</li> <li>Use external coaches to enhance experience</li> <li>Better range of activities available at lunchtimes and playtimes</li> <li>Sporting enrichment activities/ PE lessons linked to different cultures.</li> <li>Leaders introduce new activities &amp; games from different cultures</li> </ul>	PP funding used for children to participate in after school clubs where desired.	<ul style="list-style-type: none"> <li>✓ Skills and knowledge made transparent to all children</li> <li>✓ Skills linked to TRUST values and SMSC</li> <li>✓ PE lead met with PE coach to ensure the activities and lessons across the year groups were skill specific.</li> <li>✓ Pupils loved PE last year. They had missed out on physical activity and loved the enrichment days too – such as karate, dance, trampolining, wise up workshops, all of which led to requests from school council for clubs or more enrichment experiences being planned for</li> <li>✓ Data on tracking system proves that this is the area of the curriculum where more children achieve expected levels than any other subject!</li> <li>✓ Staff questionnaires on CPD needed were useful in planning areas led by Sports Coach for the next year</li> <li>✓ Pupil feedback after Sports Week was incredibly positive!</li> </ul>	

Key indicator 5: Increased participation in competitive sport				Percentage of total allocation:
				%
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"> <li>All pupils to participate in (intra)competitions throughout the year.</li> <li>Increased participation at Level 1 and Level 2 competitions</li> <li>Pupils to develop their sporting attitude, focusing on our school values (TRUST) and our learning behaviours.</li> <li>PE Lead to develop the confidence of sports leaders and playground leaders and provide greater opportunities for students to lead, manage and officiate.</li> </ul>	<ul style="list-style-type: none"> <li>Attend consortium PE meetings to ensure that we have signed up/subscribed to entry to competitions and events held throughout the year.</li> <li>Regular whole school Intra competitions throughout the year where possible</li> <li>Ensure intra class competitions every term in PE lessons.</li> <li>House, Class &amp; Whole School recognised with trophies.</li> <li>Display values in hall, classrooms and playgrounds</li> </ul>	£60 subscription	<ul style="list-style-type: none"> <li>✓ This area was the area mostly hit by the risk assessments surrounding Covid. Classes had house competition with PE lessons and during Sports Week, however not many inter sports activities were organised and attended. This is an area for improvement in 2021-2022.</li> <li>✓ Play leaders were not trained in Years 5 and 6 as they were not able to support our younger children across the class bubbles. This will be resurrected this year although we are still being cautious.</li> </ul>	

Signed off by	
Head Teacher:	
Date:	
Subject Leader:	
Date:	
Governor:	

Date:	
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