

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](#).



Details with regard to funding

Please complete the table below.

Total amount carried over from 2020/21	£0
Total amount allocated for 2021/22	£18500
How much (if any) do you intend to carry over from this total fund into 2022/23?	£0
Total amount allocated for 2022/23	£18500
Total amount of funding for 2022/23 To be spent and reported on by 31st July 2022.	£18500

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>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>	Unknown due to COVID 19
<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 2020.</p> <p>Please see note above</p>	Unknown due to COVID 19
<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>	Unknown due to COVID 19
<p>What percentage of your current Year 6 cohort perform safe self-rescue in different water-based situations?</p>	Unknown due to COVID 19
<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>	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:	Date Updated:		
<p>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</p>			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:
<p>2 x 1 hour PE sessions (from PEHub) each week for all children in school</p>	<p>For every child to participate in 2 hours of outstanding PE each week.</p> <p>Ensure progression of skills document is implemented highlighting CPD need.</p> <p>Assessment tracking system implemented to show attainment and progress of pupils.</p> <p>Further CPD from PEHub to broaden subject knowledge of PE and sport teaching to deliver outstanding sports teaching.</p> <p>Purchase essential equipment and resources to enable a wide variety of sports to be taught effectively.</p> <p>Continue to do the Daily Mile</p>	£525	<p>All staff have access to the PEHub. This tool has supported the delivery of structured PE lessons ensuring they are progressive and differentiated accordingly.</p> <p>PEHub has also helped to develop confidence of staff in the delivery of outstanding PE lessons.</p> <p>PEHub also provides an attainment tracking tool which teachers complete at the end of each block.</p>	<p>Monitoring in place</p> <p>Staff voice survey</p> <p>Next steps: ensure that all classes are receiving high quality PE for at least 1 hour each week.</p> <p>Successfully and accurately use the assessment tracking grid provided by the PEHub.</p>
<p>To support children's physical and mental well-being, improved levels of concentration as well as physical fitness – delivery of the Daily Mile</p>	<p>Sporting competitions throughout the year for all ages groups including; cross country, multi skills, futsal, tag rugby, basketball, etc.</p>	No cost	<p>KS1 and KS2 have participated in competitions at the Dukeries – demonstrated good teamwork and communication.</p>	<p>Next steps: timetable the daily mile – to be implemented as the afternoon break time.</p>
<p>All children encouraged to increase their fitness through competition</p>				<p>Continue to participate in inter and intra</p>

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<p>Children engaged in high quality play/regular activity throughout the lunchtime break to increasing: mental wellbeing, pupil aerobic activity, teamwork and communication; balance, coordination and core strength; skill and tactic</p> <p>3 x active after school clubs</p>	<p>Year groups engaged in daily physical activity on the field/playground for approximately 60 minutes a day.</p> <p>Sports apprentice to support lunch time staff to lead engagement of physical activities.</p> <p>Wide variety of after school clubs, catering for different sporting interests including; football, netball, basketball, rounders, cricket, athletics, gymnastics and yoga.</p>		<p>Sports equipment purchased with the impact of increased active participation</p>	<p>competitions.</p> <p>Next steps: MTFC to deliver football over a lunch time one day a week.</p> <p>Sports apprentice to deliver high quality PE during the lunch hour.</p> <p>Football delivered once or twice a week.</p> <p>Next steps: offer a wider variety of sports to a range of age groups.</p>
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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:
%

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>
<p>To embed physical activity into the school day through active travel to and from school, active breaks and lunch times, and active lessons and teaching through physical literacy.</p> <p>Ensure all children are aware of the importance of a healthy lifestyle, including both diet and regular exercise.</p> <p>Pupils, staff and parents are aware of sporting activities and achievements across the school.</p> <p>Competition for life skills</p>	<p>PE lead to attend Notts Primary PE, sport and physical activity conference to share information on the positive impact sport has on mental health and wellbeing and physical maths and literacy.</p> <p>Introduce a healthy eating week</p> <p>Sporting events to be advertised, results and photos to be displayed on PE board and school newsletter. Greater visibility and celebration of sporting achievements.</p> <p>Compete in a wide range of festivals in the</p>	<p>£55</p>	<p>A healthy selfie station shows the importance physical activity has on wellbeing.</p>	<p>Continue to encourage active breaks and lunch times.</p> <p>Next steps: introduce MTFC in the community to run a lunch time club. Use afternoon break to complete the daily mile.</p> <p>Gain CPD on active lessons and teaching through physical literacy.</p> <p>We have reviewed what goes in a packed lunch – continual reminders.</p> <p>Next steps: pupil passports to show they are doing regular exercise out of school.</p> <p>Sporting successes shared on newsletter, website, assemblies, etc.</p> <p>Competing regularly in inter-school competitions.</p>

	Dukeries Sports Partnership Compete in inter-house school sports festivals including sports day		Positive relationship building for life. Demonstration of leadership, teamwork and communication skills, alongside facing new challenges. Increase in confidence.	Next steps: introduce more intra-school festivals and house competitions in addition to sports day.
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Key indicator 3: Increased confidence, knowledge and skills of all staff in teaching PE and sport	Percentage of total allocation: %
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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?:
Provide staff with professional development, mentoring, training and resources to help them teach PE and sport more effectively to all pupils, and embed physical activity across school.	All teachers to access PEHub to support teacher delivering sessions across school.	£525	Staff survey indicated that staff would like further support with the delivery and assessment of athletics, dance, gymnastics, adventurous activity and swimming. PEHub has helped to develop teacher confidence in planning, delivering and assessing. Planning through the site is progressive with at least 6 lessons linked to each unit, it has videos and images to aid with the delivery of certain skills and an assessment tool with specific targets linked to the skills being taught.
Provide staff with professional development to develop confidence in teaching and delivering high quality PE resulting in higher quality teaching.	PEHub provides progressive planning on all units of the curriculum with videos to support delivery of key skills. Employ a sports apprentice to support in all PE lessons and work alongside class teacher in the delivery of skills.		
Provide staff with professional development to develop confidence in the assessment of PE	PEHub provides an assessment tracking tool to support the assessment and progress of all pupils.	£6000ish	Staff survey indicated that they would like further support with the delivery of skills within certain areas of the curriculum.
			Sustainability and suggested next steps: The teachers have developed knowledge in planning progressively and how to accurately assess in PE. Next steps: continued use and access to the PEHub. Next steps: staff to receive CPD from MTFC in the community on the teaching of football. Assessment tracker on the PEHub provided. Next steps: consistent use of the PEHub assessment tracker to accurately assess in PE

Key indicator 4: Broader experience of a range of sports and activities offered to all pupils	Percentage of total allocation: %
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Intent	Implementation	Impact	
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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:
<p>Forest school- all children provided with the opportunity of OAA and Forest schools throughout the academic school year</p> <p>Sports day-organisation of annual sports day for all children throughout the school with an emphasis of competition</p> <p>Cross country, tennis, etc.</p>	<p>Children to develop communication, teamwork and leadership skills through forest school and O.A.A activities</p> <p>All children to make use of the forest school area provided and learn safety skills linked to fires, rope swings, etc.</p> <p>Sports day to include track and field events with children to compete for their house.</p> <p>Children to attend the jingle jog, Caunton tennis festival</p>	<p>£</p>	<p>Children are much more confident in communicating with their peers. Children will willingly lead group activities and work well as part of a team. They can apply safety aspects of being around a fire etc. to every day life.</p> <p>Children enjoyed the Jingle Jog which got them into the Christmas spirit whilst taking part in physical activity.</p>	<p>All children received Forest School for a minimum of 6 weeks.</p> <p>Next steps: continued Forest School provision</p> <p>Sports day ran smoothly for KS2 with all children participating in multiple track and field events.</p> <p>Next steps: develop KS1 and FS sports day.</p> <p>Attended multiple external events including; Jingle jog, Caunton tennis festival, etc.</p> <p>Continue to provide this provision to those who it is available to.</p>

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:
<p>Sports day to include track and field type competition – inter house.</p> <p>Compete in Dukeries sports festivals</p> <p>Compete in local football league and cup competitions</p> <p>Organise sports matches against other local schools</p> <p>Hold whole school house sporting tournaments throughout the year</p>	<p>Mark out on the field for sports day including sprinting track.</p> <p>Buy equipment and resources to facilitate a sports day – tape measures, javelins, shot put, etc.</p> <p>Enter all Dukeries sports competitions where possible to develop leadership skills, teamwork and communication skills.</p> <p>Enter local football league – captaincy role to develop leadership skills. Teamwork and communication skills.</p> <p>Carousel of activities to be completed in key stages including football, tag rugby, netball, etc.</p>	£500	<p>Participation in competitions – internally and externally</p> <p>Pupil voice – children were given an opportunity to express how they felt about PE and sport in school. They were also given an opportunity to express which after school clubs they would like to see.</p>	<p>All sports days included track and field events – to continue in years to come.</p> <p>Pupil voice – to see change in opinions of PE and sport.</p> <p>Continue to compete in local sporting competitions.</p> <p>Football team participated in some football matches.</p> <p>Next steps: to develop a calendar of fixtures with local schools and enter cup competitions.</p> <p>Football matches organised against other schools.</p> <p>Next steps: develop to sporting fixture calendar to include a multitude of sports for example; netball, cricket, rounders.</p> <p>Sports day included all children throughout school.</p> <p>Next steps: have greater intra-school sports competitions including; cricket, football, netball.</p>

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