

Evidencing the impact of the Primary PE and sport premium



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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	£ 18,600
How much (if any) do you intend to carry over from this total fund into 2022/23?	£ 0
Total amount of funding for 2021/22. To be spent and reported on by 31st July 2022.	£18,600

Swimming Data

Please report on your Swimming Data below.

Meeting national curriculum requirements for swimming and water safety 2020-2021	
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. 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	
What percentage of your current Year 6 cohort swim competently, confidently and proficiently over a distance of at least 25 metres? 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. Please see note above	65%
What percentage of your current Year 6 cohort use a range of strokes effectively [for example, front crawl, backstroke and breaststroke]? Please see note above	33%
What percentage of your current Year 6 cohort perform safe self-rescue in different water-based situations?	25%
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 – due to covid restrictions

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: £18,600	Intent and implementation written - September 2021 Impact evaluated - July 2022		
Key indicator 1: The engagement of all 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				Allocation of budget for this area: £4,900
Intent	Implementation		Impact	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?:	
<ol style="list-style-type: none"> To continue to commit to providing all pupils with 30 minutes of physical activity a day. Increase opportunities for inactive and less active pupils to become more physically active. 	<ul style="list-style-type: none"> Purchase HSSP to access play leader training for Y5 pupils Implement active playtime activities with Y5 play leaders Purchase resources for playleaders and MMS to use on the playground Staff to encourage children to run the Mile a day at lunch and breaktime play Source and purchase new playground markings so that children can play self regulated group games at break and lunch Target inactive pupils at break and lunch to participate in active games Staff to run sports clubs out of curricular time and target inactive pupils to attend them. 	<p>£400</p> <p>£500</p> <p>£4,000</p>	<ul style="list-style-type: none"> Y5 play leaders are in place over lunchbreak and are encouraging more children to join them in playing physical games Staff are encouraging children to run the mile at lunchbreak and children's voice attests that they enjoy this and feel they are becoming fitter New playground markings have been laid down and children use these at breaktimes. Staff use them too to split classes up into carousel activities in PE lessons so that 1:1 bespoke teaching can be given Inactive pupils are being targeted to participate in games by staff at breaktimes Inactive pupils are attending after school sports clubs 	<ul style="list-style-type: none"> Develop inter school competitions for the daily mile at lunch time and have Y6 children publicise top 10 pupils and their running times on a board Train Y5 playleaders to develop the next set of Y5s at the end of the year Continue to buy into HSSP for training purposes

Key indicator 2: The profile of PESSPA being raised across the school as a tool for whole school improvement			Allocation of budget for this area: £4,000	
Intent	Implementation	Impact	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?:	
<ol style="list-style-type: none"> To continue to raise the profile of school sport and physical activity. To ensure children's sporting achievements are recognised and celebrated to raise aspirations and motivation Promote mental wellbeing as part of physical wellbeing Involve children in the making of an outside wellbeing space 	<ul style="list-style-type: none"> Publicise local clubs in and out of school on PE notice board. Signpost G&T sports children towards these external clubs Use sports money to fund club costs for talented children or those for whom it would provide cultural capital Have sports hero boards on display around school to inspire children Celebrate sporting achievements in whole school assembly slots and in the school newsletter Train staff in mental meditative strategies Introduce daily brain breathing sessions in class Run a competition to gather pupil designs for an outside wellbeing space on the playground Purchase resources for the outside wellbeing space Designate a person and pay for senior leader mental health training Conduct a wellbeing audit Devise a wellbeing improvement plan and implement action points 	<p>£500</p> <p>£1,000</p> <p>£500</p> <p>£1,000</p> <p>£1,000</p>	<ul style="list-style-type: none"> A PE notice board has not been used to publicise sports clubs as both PE leaders have been off long term sick/ on maternity leave More children are now attending external sports clubs with some being paid for out of sports funding Sports hero boards have not been implemented as both PE leaders have been off long term sick/ on maternity leave Sporting achievements have been celebrated in assembly slots and in newsletter leading to other pupils wanting to participate in sporting events Staff meditative training took place and now brain breathing happens every day in class. Children report they enjoy it and can apply these strategies elsewhere Pupil designs were used to create a zen den on the playground that provides children with a quieter place to go and sit, practise yoga, or meditate. Resources were purchased for this. The headteacher has signed up to attend senior leader mental health training and is currently conducting an audit on wellbeing across the school, which will be use to inform an action plan. 	<ul style="list-style-type: none"> Ascertain which sporting heroes to publicise on the playground boarding Monitor the embedding of meditative wellbeing strategies across the school Collate pupil voice on sports in school

Key indicator 3: Increased confidence, knowledge and skills of all staff in teaching PE and sport			Allocation of budget for this area: £5,200
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?:
1. To source and appoint a professional sports coach that can increase confidence, knowledge and skills of all staff in the teaching of PE and sport	<ul style="list-style-type: none"> Headteacher to source a sports coach paid for out of sports funding Sports coach to review long terms PE plans and adapt as necessary Sports coach to audit PE resources and purchase new if necessary Sports coach to deliver whole school CPD to all staff to improve delivery of PE lessons and activities at lunchtime Sports coach to team teach alongside staff Sports coach to work with PE leaders on monitoring PE and sports throughout the school Staff to evaluate impact of sports coach at the end of the year. 	£5,200 for a coach to be employed one day per week	<ul style="list-style-type: none"> A sports coach could not be sourced / appointed one day per week despite advertising for one and liaising with local sports partnerships
			<ul style="list-style-type: none"> Source a sports coach for next year to lead staff in teaching of PE and sports

Key indicator 4: Broader experience of a range of sports and activities offered to all pupils.			Allocation of budget for this area: £3,500
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?:
<ol style="list-style-type: none"> 1. Offer range of activity/ sports clubs both in and outside of curriculum time in order to maximise activity levels. 2. Invite external people in to demonstrate physical activities from different cultures 3. Target identified children in the engagement of new sports and activities in clubs and residential visits 4. Continue to provide swimming opportunities for upper junior children. 	<ul style="list-style-type: none"> • Staff to run a club of some kind for children over the course of the school year • Workshops from other cultures to be run for children at end of year cultural carnival event • Fund identified children to attend activity residential visits • Identify top up children who cannot yet swim 25m and pay for their swimming lessons with swimming coaches 	£500 £2,000 £1,000	<ul style="list-style-type: none"> • A wide range of sports clubs have been run after school over the year. Before school balance and fizzy clubs have also been run • An African dance company led each year group in workshops during cultural carnival day and the children performed to parents on the playground • Residential visits did not happen this year – too late to book due to covid restrictions • Top up swimming lessons for Y6 took place. Coaches and pool lane were funded
			Sustainability and suggested next steps: <ul style="list-style-type: none"> • Plan residential visits earlier for the next academic year.

Key indicator 5: Increased participation in competitive sport			Allocation of budget for this area: £1,000
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?:
<ol style="list-style-type: none"> 1. Participate in 10 MYG competitions over the course of the year 2. Participate in the Medway CEO go karting tournament 3. Participate in the infant agility competitions 4. PE lead to run inter school competitions 5. Resource and purchase resources to enable children to participate in competitions 	<ul style="list-style-type: none"> • PE leader to train children and ensure the school is entered and participates in the 10 MYG competitions across the school year • DT leader to make go kart with children and to ensure school is entered in annual event held late June • PE leader to train children via gymnastic lessons/ gym club and to ensure KS1 children are entered in annual event • PE leader to run daily mile inter school competitions • PE leader to purchase necessary resources to train for competitions 	<p>£500</p> <p>£500</p>	<ul style="list-style-type: none"> • Only 3 MYG competitions were entered this year as both PE leaders have been off long term sick/ on maternity leave • Go karting competition took place, School came 3rd in Medway • Infant agility competitions did take place- no ranking placements were given. • Inter school competitions for daily mile did not take place as both PE leaders have been off long term sick/ on maternity leave • PE leader purchased resources after returning from maternity leave
			Sustainability and suggested next steps: <ul style="list-style-type: none"> • Get inter school competitions embedded earlier in the academic year so that the Y6 children can take responsibility for these as the year progresses

Amount and proposed spend signed off for academic year 2021-22: **£18,600**

Head Teacher:	Subject Leaders:	Governor:
J Strachan	J Massie and A Blackman	J Harsent
Date : September 2021	Date : September 2021	Date : September 2021

Amount unspent and rolled over into next academic year 2022-23: **£6,200**

Created by:  association for Physical Education  Active Partnerships  YOUTH SPORT TRUST

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