

Evidencing the impact of the Primary PE and sport premium

Website Reporting Tool

Revised July 2021

Commissioned by



Department
for Education

Created by



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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](https://www.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](#)





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Details with regard to funding

Please complete the table below.

| | |
|---|---------|
| Total amount carried over from 2019/20 | £16,830 |
| Total amount allocated for 2020/21 | £36,110 |
| How much (if any) do you intend to carry over from this total fund into 2021/22? | £27,241 |
| Total amount allocated for 2021/22 | £19,020 |
| Total amount of funding for 2021/22. To be spent and reported on by 31st July 2022. | £46,261 |

Swimming Data

Please report on your Swimming Data below.

| | |
|---|---|
| Meeting national curriculum requirements for swimming and water safety. 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 2020. Please see note above | % |
| 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 | % |
| What percentage of your current Year 6 cohort perform safe self-rescue in different water-based situations? | % |

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?

Yes/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: 2021/2022 | | Total fund allocated: | | Date Updated: February 2022 | |
|---|---|-----------------------|------------------------|--|--|
| 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 | | | | | 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: |
| Ensure opportunities for physical exercise is available for all children to use during lessons, playtimes and lunch time play. | .Purchase of signs and markings for the Active Mile track and area, alongside school incentives to promote usage. | | £500 | | |
| | . Regularly check and replenish outdoor equipment to continue to promote Active Playground at Playtimes and Lunchtimes. | | £300 | | |
| Increase our offer of extra-curricular clubs after school through the use of external companies and staff. | . Number of after school clubs to increase as the year progresses, across the phases | | N/A | | |
| Increased breadth of PE curriculum to encourage participation (focus on skills) | . Invest in PE equipment to effectively deliver the PE curriculum, including introducing non-traditional sports. | | £400 | | |

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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 | |
| 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?: |
| Continue to promote the profile of PESSPA by incorporating intra-school competitions (wider range when social distancing bubbles allow) and develop personal challenges for the children to complete. | . Lunchtime tournaments to be re-introduced, including some targeted towards girls only. Sports Coach to ensure attendance to as many external competitions/festivals as possible. | | N/A | |
| Sports Leaders reintroduced across the phases (when allowed) with structured activities for all children to take part in. | . Sports coach to provide equipment and timetables for appointed Sports Leaders. Staff to monitor and feedback on leaders' delivery. | | N/A | |
| Provide opportunities for whole school physical activity to be used throughout national curriculum coverage. | . Install an Orienteering course within the school grounds, including staff CPD, to allow staff opportunities to embed active learning strategies as part of their lesson planning, when necessary. | | £1500 | |

| 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: |
| Build relationships with external companies e.g. coaches, to deliver staff CPD. | . Staff are confident in the delivery of PE lessons. | N/A | | |
| PE lead to carry out a learning walk to observe the delivery of PE and strength of PE planning. | . Consistency in the teaching/planning intentions of PE, across the school. | N/A | | |
| Sports coach to attend training, where possible and where necessary, including specific sport CPD featured in Sunderland Primary Schools SLA package. | . Develop subject knowledge and identify areas that could be improved. | N/A | | |
| Senior Leaders to timetable questionnaires for Pupil Voice around PE/Sport. | Children to share ideas on strengths in PE and any areas for possible development. | N/A | | |

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| | | | | |
| 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: |
| Following the success of previous year, a wide range of sporting and wellbeing activities are on offer for all children to participate in. | . Using the pupils voice, a range of activities to be provided in 'physical and wellbeing week'. Children to have a say on activities from previous year and potential new activities. | £8,000 | | |
| Monitor participation in lunchtime activities, Sports clubs, events and competitions and review actions. | Ensure wider ranges of children are physically active and motivated to do so. | N/A | | |
| Update the large pieces of playground equipment to encourage active participation both within school and out of school. | Complete necessary maintenance and changes to the fitness trail to ensure that it can be continued to be used purposefully. | £31,000 | | |

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|---|--|------------------------|--|--|
| <p>Develop (and re-develop) links with local coaching and sporting programmes, in line with relaxation of Covid19 restrictions.</p> | <p>Liaise with Sunderland School Games and local providers to check availability of visitors to come into school.</p> <p>Ensure each class has experience of sport visit/visitor throughout the academic year.</p> | <p>N/A</p> <p>£900</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: |
| Expand range of activities available as extra-curricular to encourage pupils to be more involved and signpost families to opportunities outside of school to engage in further activities. | Enter local competitions and events and develop a partnership with local sports clubs to ensure pupils are aware of competitive activities outside of school hours. Use school/parent communication portals to advertise local sports clubs. | £100 | | |
| Sportswear developed to encourage participation and the profile of sport within the school | Sports team kits are replenished and updated, when necessary, to promote teamwork and pride of being part of team. Spare PE kit is monitored and provided to ensure all children can access and participate in PE lessons. | £200 | | |
| Continue with Sunderland School Games membership to increase participation at in and out of school events. | Participate in as many competitions/events as possible. | £1500 | | |
| Transport and entry fees for external sport competitions and tournaments. | | £700 | | |

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