

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](#).

Created by:



Supported by:



Details with regard to funding



Total amount carried over from 2019/20	£5,000
Total amount allocated for 2020/21	£17,100
How much (if any) do you intend to carry over from this total fund into 2021/22?	£0
Total amount allocated for 2021/22	£17,170
Total amount of funding for 2021/22. To be spent and reported on by 31st July 2022.	£17,170

Signed off by	
Head Teacher:	<i>S. Harris</i>
Date:	<i>23.09.21</i>
Subject Leader:	<i>L. Osborne</i>
Date:	<i>20.09.21</i>
Governor:	<i>B Cullen</i>
Date:	<i>30.09.21</i>

Academic Year: 2021/22	Total fund allocated: £17,100	Date Updated: April 2022		
<p align="center">Key indicator 1: The engagement of <u>all</u> pupils in regular physical activity</p> <p align="center">Chief Medical Officers guidelines recommend that primary school pupils undertake at least 30 minutes of physical activity a day in school</p>				6% of total allocation
	Implementation		Impact	
<p>To provide highly active REAL PE lessons to enable <u>all</u> pupils to develop their fundamental movement skills.</p>	<p>Real Legacy Next Steps program to:</p> <ul style="list-style-type: none"> • Support PE lead to monitor standards. • Train, coach and support all teachers to deliver QFT • Equip staff with resources, videos and planning through Jasmine. 	<p align="center">£1100</p> <p align="center">Real Legacy</p>	<ul style="list-style-type: none"> • All pupils have a minimum of 2 hours physical activity a week so that they can develop the fundamental movement skills expected for their age and stage. <ul style="list-style-type: none"> - Au: All classes timetabled for 1.5 hours of PE. All children have 45 minutes daily of unstructured physical activity above this. - Spr – As above. KS1 aiming to reach 2 hours of PE by use of outdoor space in Summer term. - Sum – KS1 meeting 2 hours physical activity a week during summer term. • 85% of pupils achieve age related expectations in fundamental movement skills. <ul style="list-style-type: none"> - Au: 81% of pupils on track - Spr: 80% of pupils on track (due to new pupil) - TARGET not on track through support in PE lessons and clubs during Summer Term. - Sum: 88% of pupils achieve age related expectations in fundamental movement skills. • All pupils develop movement skills through high quality PE lessons. <ul style="list-style-type: none"> - Au: QofE in PE judged as good or better by external advisor. - Spr: QofE in PE maintained as good or better (subject lead monitoring) - Staff know who targeted children are and most are making good or better progress. - Sum: QofE in PE maintained as good or better (subject lead monitoring) 	<p>Adults upskilled and coached to continue to delivering high quality first teaching.</p> <p>Resources looked after and small amount of money allocated annually to sustain.</p>

Key indicator 2: The profile of PESSPA being raised across the school as a tool for whole school improvement			13% of total allocation	
	Implementation		Impact	
Continue to develop home school PE links to encourage families to be active.	Real Legacy Next Steps program to: <ul style="list-style-type: none"> • Provide Real PE books for all Year R. • Provide activity cards for all Year 1. • Provide healthy board games for all Year 2. • Provide Real PE at Home through Jasmine. • Provide training for 2x staff for Real Play club. 	£2000 Real Legacy	<ul style="list-style-type: none"> • All children and families have age appropriate active resources to use at home. <ul style="list-style-type: none"> - Au: All families have access to Real Play at home resources. - Spr: All EYFS families receiving Real PE books every 3 weeks. - Sum: All EYFS families continue to receive Real PE books every 3 weeks. • At least 50% of families using resources at home. <ul style="list-style-type: none"> - Au: little engagement - Spr: little engagement through Jasmine - Sum: Sample of families surveyed. Almost all complete regular physical activity outside of school – not using Jasmine to support. Relaunch Jasmine online portal in Sept 2022. • Targeted families increase engagement and activity through Real Play club. <ul style="list-style-type: none"> - Au: 1 member of staff trained ready to launch Real Play club in Sum1 - Spr: Targeted families identified. - Sum: Unable to run due to staffing levels. Launch Sept 2022. 	Been provided as COVID recovery package. Jasmine to be funded by FoBIS to support staff within school and families at home.
To develop pupil leadership skills to support physical activity within our school.	<ul style="list-style-type: none"> • Year 2 play leader training. • Play leaders in each class 	£300 SSP	<ul style="list-style-type: none"> • All Year 2 pupils receive play leader accreditation. <ul style="list-style-type: none"> - Au: all Year 2 pupils trained as playleaders. - Au: Play leaders support positive play in all classes. - Au: Playleaders within Year 2 are responsible for equipment on playground. - Spr: New playleaders appointed in Year 2 - Sum: New playleaders appointed in Year 2. 	Class teachers to run play leader training and use in house certificates.

Key indicator 3: Increased confidence, knowledge and skills of all staff in teaching PE and sport			14% of total allocation	
	Implementation		Impact	
To further develop staff's ability to embed physical activity at unstructured times and structured lesson times.	<ul style="list-style-type: none"> • Access to webinars, training and online materials. • Coach staff. • Provide up to date H&S guidance. 	£500 Real Legacy £533 SSP	<ul style="list-style-type: none"> • All pupils have high quality PE lessons which enable them to develop their fundamental movement skills to the best of their ability. <ul style="list-style-type: none"> - Au: QofE in PE judged as good or better by external advisor. - Spr: QofE in PE maintained as good or better (subject lead monitoring) - Sum: QofE in PE maintained as good or better (subject lead monitoring) 	Training to be provided in house by PE lead or other specialist staff.

			<ul style="list-style-type: none"> • All staff are trained to deliver Real PE, Real Gym and Real Dance with confidence. <ul style="list-style-type: none"> - Au: All KS1 staff trained in Real Dance. (Nov 21) - Au: All KS1 staff trained and coached in Real Gym and Real PE. (October 21) - Au: All staff enjoy teaching PE and feel confident delivering gym and dance lessons. - Spr: Subject lead signposting any further training to staff. - Sum: Additional member of KS1 staff trained in Real Dance. (June 22) - Sum: All teachers confident to teach Real PE, Dance and Gymnastics after training. • At least 85% of pupils meet ARE in fundamental movement skills. <ul style="list-style-type: none"> - Au: 81% of pupils on track - Spr: 80% of pupils on track (due to new pupil) - TARGET not on track through support in PE lessons and clubs during Summer Term. - Sum: 88% of pupils achieve age related expectations in fundamental movement skills. 	
<p>To further develop PE leadership and management to drive consistency in high quality outcomes.</p>	<ul style="list-style-type: none"> • Termly coaching from Create support teacher. • PE lead to termly monitor standards and provision. • PE conference to keep up to date with 	<p>£500 Real Legacy</p> <p>£800 SSP</p>	<ul style="list-style-type: none"> • Standards in PE lessons remain consistently high, in terms of clear learning foci, high behaviour expectations and good levels of physical activity. <ul style="list-style-type: none"> - Au: QofE in PE judged as good or better by external advisor. - Spr: QofE in PE maintained as good or better (subject lead monitoring) - Sum: QofE in PE maintained as good or better (subject lead monitoring) 	<p>L&M time prioritised.</p> <p>Build capacity across staff team.</p>

Key indicator 4: Broader experience of a range of sports and activities offered to all pupils				60% of total allocation
	Implementation		Impact	
To offer pupils opportunities to develop a broad range of skills through highly active playtimes, lunchtimes and extra-curricular clubs.	<ul style="list-style-type: none"> SSP lunchtime coach model active playtimes SSP coach share broad range of sporting experiences. <p>School will:</p> <ul style="list-style-type: none"> Purchase resources to allow for a broader range of sports. Develop an active target area to allow children to develop tactical and large gross motor skills. 	<p>£3,250.50 SSP</p> <p>£2000 Playground Resources</p> <p>£5,000 Target and aiming area</p>	<ul style="list-style-type: none"> All children have access to a wide range of outdoor activities to develop a broad range of skills linked to agility, balance and co-ordination. <ul style="list-style-type: none"> Au: Many children engage with lunchtime sports activities with SSP coach. Au: SSP coach activities highly active. Au: high focus on team games to develop social and co-operation skills. Spr: Many children engaged with throwing, catching and aiming games due to new resources and identified as area most in need of development with children's skills. Sum: SSP coach activities highly active. Sum: Many children engaging with coach activities at least once a week. Sum: Many children playing wider range of games with equipment at playtimes and lunchtimes. Sum: Outdoor behaviour incidents reduced from Aut. At least 10 new sports are offered all children through lunchtime and playtime provision. <ul style="list-style-type: none"> Au: multi-skills approach to develop wider ABCs. Spr: Play leaders implemented new daily timetable to widen skills offered. Many children highly active during playtimes and lunchtimes. Sum: SSP coaches broadened range of sports to include: Tennis, Athletics, Cricket, Basketball, Tri-Golf, Skipping, Dance, Target /aiming, Agility (obstacle course), playground games. 	Access to resources to support positive lunchtimes and playtimes.

Key indicator 5: Increased participation in competitive sport				7% of total allocation
	Implementation		Impact	
To encourage and engage all pupils in competitive sport.	<ul style="list-style-type: none"> Promote in school competition by invitation. Promote external competition Signpost families to local clubs / opportunities after a block of sport is offered via email 	<p>£ 1202 SSP</p>	<ul style="list-style-type: none"> Increase % of children in KS1 participating in competitive sport. <ul style="list-style-type: none"> Au: Plan for competitive sport created. Spr: 100% Year 2 attended Infant Agility competition (Feb 22) Sum: 100% Year 2 attended Federation sports event Sum: 54% of KS1 have competed in competitive sport 	Competitions organised internally with local schools.