

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 2019/20	£0
Total amount allocated for 2020/21	£17814
How much (if any) do you intend to carry over from this total fund into 2021/22?	£2818 (late delivery of equipment)
Total amount allocated for 2021/22	£17750
Total amount of funding for 2021/22. To be spent and reported on by 31st July 2022.	£20568

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 2022. Please see note above	74%
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	32%

What percentage of your current Year 6 cohort perform safe self-rescue in different water-based situations?	97%
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

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: £20568		Date Updated: July 14 th 2022	
<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>					
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?:
Engage all pupils in physical activity.	<p>Deliver staff CPD for effective PE delivery.</p> <p>Engage parents with sport and profile within the school, through continued dialogue.</p> <p>After school and lunchtime clubs provided for all children.</p>	£9833	<p>All children are engaged in physical activity during lesson times, as well as extended extra curricular opportunities.</p> <p>Long endurance run is now at the start of all PE lessons, building stamina and endurance.</p> <p>All children offered opportunity to attend after-school clubs.</p>	<p>This is ongoing for all children and staff.</p> <p>This will be continued into the curriculum next year.</p> <p>These will continue to be offered next year.</p>	
Continued embedment of endurance running into PE lessons.	5-10 minute endurance run in every outdoor PE lesson. This is included in teacher's planning.		All children building endurance and stamina through regular opportunity.	This will continue next year.	

Year 6 playleaders leading lunchtime provision for KS1	Playleader training from SR for all children. Playleader timetable set up.		All KS1 children participating in round-robin activities every lunchtime.	Use Y5 children next year, with SR and BG to train in September.
--	---	--	---	--

Key indicator 2: The profile of PESSPA being raised across the school as a tool for whole school improvement

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:
Raise profile of sport throughout the school.	Enter competitions in the sporting calendar and reengage children with competitive sport through clubs offered.	£1592	School has entered several competitions in all key stages. All events showcased and celebrated through newsletter and in assemblies, which would continue post COVID.	Membership to schools partnership already set out in next year's budget. Enter a wider range of competitions next year.
Be competitive at competitions.	Offer clubs and trials to train and support children.		Club participation registers. Increased ability to compete at competitions.	Trials in place, however is this the best method for selecting teams?

Celebrate success at St Pancras.	Large display boards in the corridor promote and celebrate school sports competitions. Showcase sporting achievements via assembly and the school newsletter.		Increased attendance and willingness to participate. Success celebrated in collective worship and clubs promoted.	Ongoing and updated regularly, with newsletters out weekly.
----------------------------------	--	--	--	---

Key indicator 3: Increased confidence, knowledge and skills of all staff in teaching PE and sport				
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:
Increase skills of teachers in delivering PE curriculum.	Sports Coach employed to model, support and train teachers in delivering effective and outstanding PE lessons. Sports Coach knows children and curriculum intent.	£9833 (same as key indicator 1)	Expert modelling and tuition gives teachers confidence to deliver curriculum correctly and to address misconceptions. This allows teachers to identify G&T children earlier in lessons.	Use of staff to model and team teach will continue in 2023.
Increase subject knowledge of staff.	CPD offered to all staff, provided by IPSSA/School Games.		Teachers take advantage of training.	CPD offer to continue yearly.
Increase ability to access subject specific resources.	Cambridge scheme purchased to support curriculum delivery. PE subject lead to provide additional resources to support.		Consistent approach across school for children. Teacher confidence in delivery.	PE schemes added to long term planning overview for use by teachers.

--	--	--	--	--

Key indicator 4: Broader experience of a range of sports and activities offered to all pupils

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>Offer a wider range of clubs and opportunities to children throughout the school year.</p> <p>Swimming for all Y3, Y5 and Y6 children.</p> <p>Dance and Table tennis clubs</p>	<p>Sports coach to offer lunchtime and after school clubs to children free of charge. (Netball, table tennis, football and basketball – Autumn) to change termly dependent on competitions entered.</p> <p>Y5 teacher to use sporting expertise to coach rugby team.</p> <p>Children to attend termly swimming lessons in year groups.</p> <p>Offered to all children.</p> <p>Widely promoted.</p>	<p>£6183</p>	<p>Sports coaches introduced children to a variety of games and skills and kept competitive edge alive during bubbled lockdowns.</p> <p>Keen uptake for these clubs.</p>	<p>Uptake has been good and this is to continue into the 2022/23 academic year.</p> <p>This will continue into 2022/23.</p>

--	--	--	--	--

Key indicator 5: Increased participation in competitive sport0			
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?:
Encourage more children to participate at competitions and raise the profile of sport. To continue coach and club links and extend pathways outside of school.	Sports Coach to offer trials. Trials offered to all children. Clubs offered to all children. Advertise local clubs. Encourage attendance at clubs for all children, including GD pupils. Celebrate achievement in assemblies of extra-curricular sport.		All children will be invited to trials when they begin again and all children participated in virtual competitions within class. Clubs and links advertised and coaches provide external opportunities, which again will continue post COVID.
Inter-house competitions available in pE lessons, so competitiveness for all.	End of unit inter-house competitions in Year 6.		Increased level of competitive sport in all children.
			Sustainability and suggested next steps: Ongoing. This will be rolled out to all of KS2 next year.

Signed off by

Created by:



Supported by:



Head Teacher:	Lucille Martin
Date:	
Subject Leader:	Ross McGill
Date:	14/7/22
Governor:	
Date:	