

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	£
Total amount allocated for 2020/21	£
How much (if any) do you intend to carry over from this total fund into 2021/22?	£
Total amount allocated for 2021/22	£18.770
Total amount of funding for 2021/22. To be spent and reported on by 31st July 2022.	£18,770

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>	
<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>	80%
<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>	73%
<p>What percentage of your current Year 6 cohort perform safe self-rescue in different water-based situations?</p>	50%
<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>	Yes/No 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: 22.7.22		
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:
<p>Ensure that all children receive a minimum of 2 hours of high-quality PE teaching during the week.</p> <p>Enable lunchtimes to be active and allow children access to range of physical activities at play and lunchtimes.</p> <p>Ensure all children have access to a range of extra-curricular after school clubs which promote physical activity.</p>	<p>Medium term plans and overview of the year is in place.</p> <p>Established scheme 'Get Set 4 PE' is used to support planning.</p> <p>Continued work with South Dartmoor Partnership .</p> <ul style="list-style-type: none"> - SSP to train and support staff. - Participation of festivals during curriculum time and after school. - Support and ongoing training for YPL and staff involved at lunchtimes. <p>Regular audits and purchasing of resources to improve lunchtime activities and curriculum delivery.</p>		<p>Scheme of Work £550</p> <p>Resources £1262</p>	<p>Children's attitudes positive and engaged when participating in their 2 hrs of PE.</p> <p>Lunchtime activities are more varied and less behaviour incidents are reported due to engagement of games, resources and sports coach interventions.</p> <p>A broad range of clubs being run after school with a good uptake.</p>	<p>Revisit the medium term planning to ensure all strands of PE is being taught.</p> <p>Continued training opportunities for new and existing staff and YPL at lunchtimes.</p> <p>Continued engagement with local clubs and extend opportunities through the football league , girls football.</p>

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	<p>Regular meetings with YPL to support their delivery and audit what children want in terms of lunchtimes/after school opportunities.</p> <p>Premier sports, Total 14 and Doorstep Arts employed to run extra-curricular activities.</p> <p>Sports coaches to run focused Interventions at lunchtimes 4x per week (see indicator 5)</p> <p>Daily DPA sessions of 10 minutes a day such as running, team games, skipping.</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	
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>Ensure that all children have access to a broad, rich and engaging curriculum which develops thinking, social and personal skills and inclusion for all.</p> <p>Target children to develop social skills and support fine, gross motor development.</p>	<p>Buy in package to the South Dartmoor Sport Partnership – SSCO to work alongside and team teach members of teaching staff.</p> <p>Allow for competitions and festivals to take place and target all year groups.</p> <p>PE Co-ordinator to be given release time to attend SSP</p>	<p>Membership of South Dartmoor Sports Partnership</p> <p>£4750</p> <p>Travel Costs</p>	<p>High quality PE lessons are being taught across all year groups. Core skills are being taught along with a focus on the growth mindset values. This has also impacted on other subjects and behaviour.</p> <p>Targeted children have regular funfit sessions.</p>	Purchase outdoor learning books linked to other subjects for all year groups from the partnership.

<p>Subject leader to ensure that that children have access to a range of festivals and competitions. That children attend at least one SSP festival or non-competitive event throughout the year.</p> <p>Ensure that Highweek's growth mindset values are incorporated into PE lessons and wider sports and activities.</p> <p>Continued work with YPL in Y5/6 with Premier Sports and South Dartmoor Partnership during impact days and CPD to support PE events and active play.</p>	<p>conference and feedback on initiatives and implement actions.</p> <p>Staff to attend SSP Insets to deliver high quality PE lessons.</p> <p>Continued participation of whole class festivals and competitions Travel costs to be paid from sports funding.</p>	<p>£140</p> <p>Supply cover £420</p> <p>MTA expenditure to attend YPL training – £100</p>	<p>All year groups have accessed a non-competitive sport and many children including pupil premium have entered into competitions.</p>	
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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:
To ensure that all children have access to high quality teaching of PE.	<p>Techers to work alongside specialist staff from the partnership to deliver the terms PE focus, as well as developing ideas and a range of DPA opportunities.</p> <p>CPD Inset to be offered to all staff to support their delivery of</p>		<p>Staff have felt well supported and more confident at using the scheme/documents to plan high quality lessons.</p> <p>Working alongside specialist staff has given the vison of what is expected in a lesson, how to differentiate and seek</p>	<p>Continue to provide relevant training for staff and share expertise where needed.</p> <p>CPD – Dance specialist to support the delivery of dance by linking it to topics.</p> <p>Ongoing audit of resources</p>

	<p>the terms PE focus.</p> <p>Reintroduce the use of PEDPASS to support planning and assessing of PE. Purchase a scheme of work – Get Set 4 PE to support the planning of lessons</p> <p>Audit and purchase PE equipment/resources to support the delivery of lessons.</p>	£1740	<p>support where necessary.</p> <p>The auditing of resources has enabled teachers to deliver effective PE lessons.</p>	<p>to ensure that high quality PE is taught.</p> <p>VR to attend Get Set 4 PE training</p> <p>Continue to use Get Set 4 PE and PEDPASS documents to support planning of lessons.</p>
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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:
<p>Broaden children’s experiences by establishing outdoor learning activities for all.</p> <p>Widen opportunities for all children to attend an extensive range of sporting clubs after school.</p>	<p>Identify staff to attend a 2 day wild tribe course in order to support the delivery of forest schools back in school.</p> <p>Travel costs provided for staff to attend.</p> <p>A broad range and varied clubs offered throughout the year and run by Premier Sports Total 14 Doorstep Arts.</p>	<p>Supply costs £520</p> <p>Attendance of 2 day Wild Tribe Course £325</p> <p>Sports day Resourcing</p> <p>Markings, stickers etc £100</p>	<p>Trained members now confident to deliver outdoor learning across the school as part of the wider curriculum.</p> <p>The uptake of clubs this year has increased with waiting lists needed for those more popular sports. VR monitored attendance of clubs and</p>	<p>Continue to offer an all-girls football club so that more opportunities offered by SSP can be accessed.</p> <p>Ensure facilities are established to allow for Top Up swimming at the end of Y6 for those identified pupils.</p> <p>Establish community connections with local tennis club.</p>

<p>Ensure that physical activities run at lunchtimes for all children in EYFS,KS1 and KS2.</p> <p>Ensure that targeted children have access to opportunities offered by SSP and Premier Sport Coaches such as Change 4 Life groups, all girls football group, gifted and talented.</p> <p>Provide opportunities for Y5/6 children to develop their leadership skills.</p> <p>Offer top up swimming sessions for those children who didn't gain 25m at Y6.</p>	<p>Over 30 YPL in Y5/6 ran activities at lunchtimes successfully.</p> <p>Ongoing audit of resources to enable to children to engage in a range of physical activities.</p> <p>VR to set up timetable for sports courts/ YPL /field.</p> <p>South Dartmoor Partnership to provide specialist training for YPL. IP to work alongside YPL to support implantations of a range of activities. VR – to support and provided ongoing training for YPL and MTAs.</p> <p>Identify those that did not achieve 25m and provide intensive sessions.</p> <p>SSP offered a day of</p>	<p>Resources £572</p> <p>4x lunchtime clubs run by premier sports £7791</p>	<p>targeted those that did not have an opportunity to attend. Harder to reach children including pupil premium were more willing to take up a place, boosting their self-esteem and ability to work as a team. The initiative of running an all-girls football and KS1 football has also been successful.</p> <p>More children actively engaged. Feedback provided from those involved and MTAs that they enjoyed the games the YPL were delivering, saying it was fun.</p> <p>Most YPL reported that it was rewarding working with different age groups and seeing the children having fun and playing games they had taught them with success.</p>	<p>Continue to train more YPL to take on the role going forward.</p>
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Y3/4 to attend Olympic Day held in the summer term.	competitions.		Each child received a t shirt to wear and keep. Medals were awarded to at least 10	
Y5 to attend sporting spectacular.	All of Y5 attended the day at Coombeshead Academy.		individuals from our school ranging from competency to fair play. Every child received a certificate which was awarded during celebration assembly.	
Sports day				

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:
Ensure that a range of inter/intra competitions and tournaments take place. Continue to provide competitions for a range of abilities such as Change 4 Life, SEND teams.	Attend a variety of SSP events as well as attending a range of local secondary school competitions on offer.	£500	Increased participation of children entering competitions held. Y3/4 and Y5 attended competitions held at local secondary school – Coombes head Academy. Increased motivation for PE and an increased enjoyment of sports.	Enter football league for Y5/6 and Y3/4 in order to increase participation of competitions. Y6 to be targeted for attending and representing the school in more competitions. Initiate more inter competitions.

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