

# 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](http://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	£7,982
Total amount allocated for 2020/21	£17,195
How much (if any) do you intend to carry over from this total fund into 2021/22?	£11,901
Total amount allocated for 2021/22	£17,480
Total amount of funding for 2021/22. To be spent and reported on by 31st July 2022.	£29,381

## 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><b>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</b></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><b>N.B.</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>	%
<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>	%
<p><b>What percentage of your current Year 6 cohort perform safe self-rescue in different water-based situations?</b></p>	%
<p>Schools can choose to use the Primary PE and sport premium to provide additional provision for swimming but this must be for activity <b>over and above</b> the national curriculum requirements. Have you used it in this way?</p>	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: 2020/21	Total fund allocated:	Date Updated:		
<p><b>Key indicator 1:</b> 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>			Percentage of total allocation: 86% £25,350	
Intent	Implementation	Funding allocated	Impact	Sustainability and suggested next steps:
<p>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:</p>	<p>Make sure your actions to achieve are linked to your intentions:</p>	<p>Funding allocated</p>	<p>Evidence of impact: what do pupils now know and what can they now do? What has changed?:</p>	<p>Sustainability and suggested next steps:</p>
<p>Continue to encourage and promote an active lifestyle and lifelong participation in physical activity and sports across the school.</p> <p>Ensure children have the knowledge and understanding of the importance and benefits of leading a healthy active lifestyle.</p> <p>Continue to increase pupil's activity levels during break and lunchtimes enabling all children to have access to high quality resources to facilitate active play.</p>	<p>Continue to encourage active play during break and lunchtimes through:</p> <ul style="list-style-type: none"> <li>• Employment of an adult play leader to run lunchtime activities and continue to teach children how to interact and work with their peers</li> <li>• Train our MSA's into how to maintain an active playground at lunchtime as we have had a high turnover rate recently.</li> <li>• Purchase of outdoor gym equipment for KS2 to use during break times but also during fitness PE lessons.</li> <li>• Purchasing welly racks so that children can use the field more often.</li> </ul>	<p>£1,700 (£3,652.76)</p> <p>£1000 (£900)</p> <p>£10,000 Not purchased as EYFS climbing frame more than expected. (£1,200) put aside for wall and ground fitness markings</p> <p>£1500 (£1351.90)</p>	<p>At the beginning of the school year children were observed completing the Daily mile - 47% of our children were unable to run 1 lap of our daily mile course without stopping and were therefore categorised as having a low (L) level of fitness and 28% were unable to run continuously, at a moderate speed, around our 200m track without stopping (these children were mainly from KS1).</p> <p>At the end of June every child, during sports day this year, was able to run at a moderate pace the 1-lap race compared to 72% at the beginning of the year. Only 18% have been recorded to be at a low level of fitness (unable to run 1-lap of our daily mile track without stopping), but 82% are now demonstrating a medium or high level of fitness.</p>	<p><b>Sustainability:</b> Children's fitness levels, especially their stamina, have increased and they are now able to keep active for longer periods of time. Their confidence in their own ability to sustain moderate physical activity has improved and therefore willingness to keep active. Pupil's voice indicates that they enjoy PE and want to lead a healthy lifestyle (pupil questionnaire July 2022)</p> <p><b>Next steps:</b> Continue to track children's fitness levels using the daily mile and the 1-lap challenge.</p> <p>Focus on the least active children in our school and ensure that they are taking part in our lunchtime or afterschool clubs.</p> <p>Complete the physically active</p>

<p>Continue to promote activity breaks and active non-PE lessons.</p> <p>Introduce new extra- curricular clubs for all children to promote the importance of physical health and its impact on mental health – including target interventions of least active children in the school.</p> <p>Continue to support children in the EYFS to develop their core strength, stability, balance, spatial awareness, co-ordination and agility as well as their gross motor skills which will provide the foundation for developing healthy bodies and social and emotional well-being.</p>	<p>Purchase i.moves and encourage the use of activity breaks.</p> <p>Continue to use active maths and English – Re-train teachers (subscription ends 2/23)</p> <p>Target KS1 girls who are not physically literate using the shooting stars – Active play through story telling.</p> <p>Use pupil’s voice to focus extra-curricular clubs each term.</p> <p>Track pupils’ participation in school clubs and lunchtime challenges</p> <p>Purchase outdoor climbing frame for EYFS which promotes the ELG for gross motor skills.</p> <p>Introduction of balanceability into their week through-</p> <ul style="list-style-type: none"> <li>• Purchase of larger frame balance bikes</li> <li>• Training of 2 EYFS staff</li> </ul>	<p>£500 (<del>£497</del>)</p> <p>£32 – numbered cones</p> <p>£100</p> <p>Photocopying and training time.</p> <p>£250 (<del>£209</del>) extra hockey club equipment, smaller sticks for KS1</p> <p>Basketball club (£180)</p> <p>Cricket club (£48)</p> <p>Handball club (£205) plan for 2022-23</p> <p>£10,000</p> <p>£14,000</p> <p>£230 – agility pack</p> <p>£1,400</p> <p>(£1351.90)</p>	<p>The welly racks have helped as children have more space during wet weather to play and be active at lunch and break times.</p> <p>Before school, lunchtime and after school sports clubs have been available to the children. 72% of our children attended one or more of our sports clubs this year, 52% attended two or more and 30% attended three or more (see school club record sheets – data compiled from club registers)</p> <p>Pupil voice, this year has informed us that they wanted a hockey, basketball and handball club.</p> <p>The basketball and handball club are planned for next academic year.</p> <p>Due to the difficulty in the supply of materials the climbing frame is due to be erected in September.</p> <p>Larger frame bikes have been purchased and 2 staff have been trained. Implementation of the scheme will begin in September 2022.</p>	<p>assessment in Complete PE to track our pupils.</p> <p>Continue to train our Y4 pupils to be Sports Leaders (Autumn 2022) to help with the organisation of the playground and field at break and lunchtimes.</p> <p><b>Sustainability:</b> The climbing frame and balanceability training will help to improve future pupils’ strength, balance and coordination which will in turn improve their gross motor skills and fine motor skills and stability at an early age.</p> <p>Linking to children’s ability to read and write, and the accurate use of small tools and delicate materials.</p> <p><b>Next steps:</b> Track nursery children’s physical development as the start of school in September, before the implementation of the climbing frame and the balanceability training, and then again in the spring and summer terms.</p> <p>Plan the balanceability scheme into timetable for all children in nursery and some children in reception.</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:
				6% £1,700
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:
Integrating PE and PA into other curriculum subjects. Pupils learn through being physically active.	Continue to use active maths and English – Re-train teachers (subscription ends 2/23)	£0	Pupils are enjoying their active maths lessons however they are infrequent. They also thoroughly enjoyed the active maths day (pupil voice).	<b>Sustainability:</b> Supports pupils in mastering key skills – and developing their fluency, reasoning and problem solving whilst keeping active and having fun.
Promote active travel. Pupils will become more active travelling to and from school. They will understand how easy it is and how it helps with their focus whilst they are in school.	Breakdown days and workshops Diwali Day - Dance Sports Day National Fitness Day Athlete visit ODA day	£1,000 (£914 (£62.59 trophies banners) (£234) sports day resources	Pupils learnt about Diwali through dance.  Pupils are encourage to be active not just in PE lessons and therefore understand the importance of being active in every day life.	<b>Next steps:</b> To teach 1 active maths lesson fortnightly again. To have another active maths day at school.
Developing leadership roles in Year 4 as well as the Sports Crew.	Active travel – participate in bike/scoot to school week(27/09-01/10), International walk to school day (5/10), Sustrans Big Walk and Wheel to school week (21/03 – 1/04) Walk to school week (17-21 May) Provide class prizes as incentives to take part.	£200 for prizes (£130)	Each of these events were promoted in an assembly, through social media, and placed in the head teacher’s newsletter to inform parents. (See newsletters) We have increased the number of pupils walking or scooting to school by 5%. Our overall active travel remains quite high at 70%.	Continue to embed physical activity into the school day  <b>Sustainability:</b> Our children are active children and understand the importance of adopting a healthy life style. They understand that physical activity not only improves health but also helps to improve their state of mind.
	All Year 4 pupils to train as Play			<b>Next steps:</b> Continue to train our Y4 pupils as

	<p>Leaders using the Sports Leaders UK framework. (Competed during Autumn 1)</p> <p>Play leaders to take small groups of children during lunch time and set up lunchtime challenges for pupils.</p> <p>Sports Crew generate pupil questionnaire on PE lessons, competition and extra-curricular activities in the school.</p> <p>Sports Crew to promote PA and SP through competitions.</p>	<p>£500 (£425) Purchase a bag of equipment for leaders to use rather than using PE equipment.</p> <p>(£180) Wimbledon comp</p> <p>Certificates and stickers</p> <p>(£68.33) Dance comp</p>	<p>Increased participation in the playground challenges and competitions this year 66% of KS1 and KS2 children took part in at least 3 of the challenges.</p> <p>Pupil voice – 95% of our pupils enjoy their PE lessons</p>	<p>sports leaders to provide more opportunities to be active.</p> <p>Train the sports crew to lead playground challenges for the younger age groups.</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:
				5% £1605
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>Ensuring that all children receive 2hrs of high quality progressive PE lessons delivered by their class teacher.</p> <p>Continue to retain pupils' enjoyment in PEPASS through fun and well planned lessons.</p>	<p>Questionnaire for staff based on CPD (Autumn 1)</p> <p>CPD of staff in areas that they feel they require (gymnastics, balanceability)</p> <p>Continue to work in partnership with NEHSSP for CPD of staff and the use of specialist coaches.</p> <p>Annual payment to continue with Complete PE to support the implementation of high quality PE lessons and CPD of staff.</p>	<p>£20</p> <p>Staff cover 1.5 days (£300)</p> <p>Extra gym resources (£1,252)</p> <p>£1,500</p> <p>£105</p> <p>£20 PE book</p>	<p>All pupils have had access to at least 2 hrs of high quality PE lessons. Pupils enjoy participating and are making progress in PE.</p> <p>End of year data shows that we have maintained a good % of pupils at age related expectation or above.</p> <p>Nursery – 89% Reception – 93% Year 1 – 75% Year 2 – 83% Year 3 – 81% Year 4 – 86% Overall – 81%</p> <p>PE subject leader training: Assessment in PE Creating your PE curriculum All about athletics Staff CPD: Gymnastics x 2 Balanceability X 2 Tennis (with coach) x 2 Cricket (with coach) x 1 All about striking and fielding x 2</p> <p>Staff have increased knowledge, confidence and skills to deliver high</p>	<p><b>Sustainability:</b> There is a more consistent approach to delivering PE lessons across the school which will be sustained as we continue to use Complete PE. Staff are confident to teach PE and deliver high quality PE lessons to all children.</p> <p><b>Next steps:</b> Improve the % of ARE in games next year by identifying those below ARE this year.</p> <p>Evaluate current curriculum using pupils and staff voice.</p> <p>Continue to buy into complete PE</p> <p>Staff confidence audit again in 2023.</p> <p>Buy into N.E.H School Sports Partnership next year.</p> <p>SL to conduct learning walks to observe the use of Complete PE.</p>

			quality PE lessons.  Studlands Rise First School awarded Platinum School Games Mark July 2022 in recognition of our strength and quality of Physical Education, School Sport and Physical Activity (PESSPA)	
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Head Teacher:	<i>A. Rinna</i>
Date:	22.7.2022
Subject Leader:	<i>S. Hill</i>
Date:	22.7.2022
Governor:	<i>J. Weatherhead</i>
Date:	22.7.2022