

# 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](#).



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## Details with regard to funding

Please complete the table below.

Total amount carried over from 2019/20	£0
Total amount allocated for 2020/21	£17,310
How much (if any) do you intend to carry over from this total fund into 2021/22?	£8157
Total amount allocated for 2021/22	£16,510
Total amount of funding for 2021/22. To be spent and reported on by 31st July 2022.	£24,667 Total Spend: 24,960

## 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. <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>	N/A
What percentage of your current Year 6 cohort swim competently, confidently and proficiently over a distance of at least 25 metres? <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. Please see note above	N/A
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	N/A
<b>What percentage of your current Year 6 cohort perform safe self-rescue in different water-based situations?</b>	N/A
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?	N/A

## 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.

<b>Academic Year:</b> 2021/22		<b>Total fund allocated:</b> £16510 £8157 Carry forward from 2020/2021		<b>Date Updated:</b> July	
<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					Percentage of total allocation:  £9390 38%
Intent		Implementation		Impact	
All children to have two hours of PE allocated a week. <ul style="list-style-type: none"> <li>- Coaching and mentoring of the hour sports lesson from sports coach.</li> <li>- Development around the delivery of REAL PE through training twilights and PDMs</li> </ul>		<ul style="list-style-type: none"> <li>- Timetabled into the curriculum</li> <li>- Monitor delivery of PE lessons for quality and coverage</li> <li>- Sports coach to deliver twilights CPD twilights and coaching sessions with staff who are delivering the sport lesson linked to the PE overview.</li> <li>- More significant coaching and mentoring support of the implementation of REAL PE cogs to demonstrate progress against baseline and to show quick and sustained progress.</li> <li>-</li> </ul>		£5140 <ul style="list-style-type: none"> <li>- Teacher who delivers REAL legacy has spent 6 sessions with federation sports coach having development and training on how to use the learning cogs and deliver the curriculum to enhance sporting opportunities for children.</li> <li>- Monitoring mornings by SLT evidence the knowledge organisers are capturing the knowledge and skills that children need to remember.</li> <li>- In the words of one child during Year 2 monitoring morning “that’s where I look to know what I need to do next”</li> <li>- Real Legacy trainer has spent 3x sessions with teachers and sports coach who delivers PE to upskill</li> </ul>	

<p>To engage groups of children in physical activity at lunch time and play time to encourage skill development and sportsmanship with skilled adults.</p> <ul style="list-style-type: none"> <li>- Year cycle of TA CPD to develop focused activities at play and lunch time.</li> </ul>	<ul style="list-style-type: none"> <li>- Sports coach and Real Legacy trainer to work with staff on creating resource pack for active sessions for break and lunch.</li> <li>- Provide experienced TA across KS1 to enhance the children's knowledge of sport and improve their sportsmanship which will support them as they move through the school</li> <li>- Sports coach to hold half termly training sessions with TAs who work on the playground at break and lunch time to support and develop confidence and ability to lead games and play based activities.</li> </ul>	<p>£2750</p>	<p>them – this has supported the teacher to feel more confident in delivery</p> <ul style="list-style-type: none"> <li>- 100% of pupils engaged in physical activity at lunch time – these include football, scooters, skipping, bean bags games.</li> <li>- TAs are based on a group activity so they can engage in positive play with children</li> <li>- Confidence and tolerance of children has improved</li> <li>- Knowledge of sports and skills widened</li> <li>- Lunch time resources brought to update playtime provisions. Scooters for KS1 brought</li> <li>- 6 Year 2 pupils completed their training to become sports leaders. 100% of pupils can now confidently lead a small group game using the skills they have learnt to ensure fairness and sportsmanship.</li> <li>- 100% of pupils feel confident in supporting younger pupils in small group games.</li> </ul>	<ul style="list-style-type: none"> <li>- Further training needed for lunchtime staff and sports leaders to ensure that children have high quality models to support with their active play development</li> </ul>
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<p>To engage all children in physical activity each day for 10 minutes.</p>	<ul style="list-style-type: none"> <li>- Timetable to show allocation of time for the daily physical activity or mindfulness yoga' to be completed each day.</li> <li>- Tracking of pupil's achievements so they can see their progress across the year linked to amount of miles.</li> <li>- Sports coach and PE lead to monitor the registers to track pupil's achievements with the daily mile.</li> </ul>	<p>£1500</p>	<ul style="list-style-type: none"> <li>- 100% of pupils say they now feel more confident to lead games at play time.</li> <li>- Children are able to regulate themselves more effectively when experiencing events where they win and lose.</li> <li>- Children are showing an increasing understanding of physical health and the links to mental health the words of a year 1 pupil "I need to keep my mental health battery topped up I can go on my bike this might help me"</li> <li>- Children were given opportunities to practise participating in competitions across the year. Sports day activities were practised in PE lessons</li> <li>- Children can share their frustrations surrounding competition verbally and begin to regulate disappointment effectively</li> <li>- All children to participate in daily physical activity, therefore increasing the overall health and fitness.</li> <li>- Class record of</li> </ul>	
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			<p>completing daily mile. (Healthy High Five records) Moving towards celebrations in assembly of those achieving well with daily activity of running. 72% of children can complete a lap of the daily mile course and are now not showing signs of fatigue.</p> <ul style="list-style-type: none"> <li>- Federation achieved Healthy High 5 silver award recognising the achievement that has been made towards pupil's physical fitness</li> <li>- Children walked to and from Weston Park Primary School and to Weston Shore beach more regularly – this supported with health and fitness. Children discussed why walking support physical and mental health.</li> <li>- Children have a better understanding of how physical activity can support mental health.</li> <li>- 100% of children took part in Mental and Physical month through whole school safety assemblies</li> <li>- Mental health and wellbeing assemblies placed importance on</li> </ul>	
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			active lifestyles and having an awareness of what you need to do to live a healthy life physically and mentally.	
<b>Key indicator 2:</b> The profile of PESSPA being raised across the school as a tool for whole school improvement				Percentage of total allocation: £5500 22%
Intent	Implementation		Impact	
To maintain, update and improve equipment within the school - A full audit of all resources	<ul style="list-style-type: none"> <li>- Audit resources and ensure high quality PE and sports equipment across the school.</li> <li>- Pupils will have access to high quality, sport specific, age appropriate equipment every lesson.</li> <li>- To repaint lines on the fields to make sure sporting events can be achieved to a high standard</li> <li>- Order more PE kit to ensure that all children are setting high examples of what to wear during lessons.</li> </ul>	£5500	<ul style="list-style-type: none"> <li>- Resources bought for EYFS to support with the development of active play during discovery time and at break and lunch</li> <li>- Developments of resources used at break time and lunch time and how these resources are allocated.</li> <li>- 100% of EYFS pupils have access to the new EYFS resources in continuous provision.</li> <li>- 100% of KS1 children have access to resources during break and lunch</li> </ul>	<ul style="list-style-type: none"> <li>- 2022/2023 a large proportion of the spend will be allocated to reviewing the equipment and looking at activities that encourage gross motor development for EYFS pupils as well as the developing sporting abilities of KS1 pupils</li> </ul>

<b>Key indicator 3:</b> Increased confidence, knowledge and skills of all staff in teaching PE and sport	Percentage of total allocation:
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			£2650 11%	
Intent	Implementation		Impact	
<p>To buy additional training packages for Real Legacy to support the school</p> <p>- Targeted CPD for all staff linked to Real Legacy Package focused areas of the PE curriculum</p> <ul style="list-style-type: none"> <li>• Real Gym Training 2 day's in house training linked to lessons and developing our curriculum to be completed with 1x sports coach and 1 subject Leader.</li> <li>• Real Play packages for engagement in play at home. Positive play working on resilience and team work with families.</li> </ul>	<ul style="list-style-type: none"> <li>- Specialist training to be provided for staff in school</li> <li>- Teachers to work alongside experienced sports coaches to develop their skills, knowledge and confidence of a particular area (<i>gymnastics</i>)</li> <li>- Sports Leaders will be developed across the school to raise the profile of positive play and sport- not just in PE lessons</li> <li>- Specialised CPD for subject leader to be able to evidence impact of programme and ensure standards across the school are raised by cascading knowledge and understanding.</li> </ul>	£2650	<ul style="list-style-type: none"> <li>- High quality training provided to sports coach/HLTA to ensure quality of deliver.</li> <li>- Joint observations of new to post HLTA/Sports coach of WP sports coach to upskills and enhance teaching.</li> <li>- 4X Sessions to support staff with the development of knowledge organisers so that children can remember more overtime</li> <li>- Good practice is shared and feedback is sought during monitoring mornings which has supported the effective development of PE in particular (<i>gymnastics</i>)</li> <li>- Improving staff professional learning to up skill teachers and teaching assistants – recorded webinars used to facilitate professional development amongst staff</li> <li>- More confident and competent staff. One staff member ‘the training has really supported me to understand the skills build up within each sequence of learning’</li> <li>- Enhanced quality of teaching</li> </ul>	<ul style="list-style-type: none"> <li>- Continue into next academic year – strong curriculum provision</li> </ul>

			and learning specifically <i>(gymnastics)</i> <ul style="list-style-type: none"> <li>- Raised Standards evidenced in monitoring morning and trust visits</li> <li>- Real Legacy will complete impact reports throughout the year to show evidence of improvement.</li> </ul>	
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<b>Key indicator 4:</b> Broader experience of a range of sports and activities offered to all pupils	Percentage of total allocation:
	£3570 14%

Intent	Implementation	Impact
<p>Linked to curriculum overviews PE coverage has been developed and children are exposed to a wider range of sport.</p> <ul style="list-style-type: none"> <li>• After school clubs show a clear link to the wider offer for pupils</li> <li>• Training opportunities have been targeted at weaker areas of the PE curriculum</li> <li>• Children have had the opportunities within the federation to participate in more sporting events</li> </ul>	<ul style="list-style-type: none"> <li>- Create and promote an after school programme that enthused and engages children and promotes a healthy and active lifestyle</li> <li>- Develop use of external coaches to deliver sport specific sessions to certain groups of children</li> <li>- Continue to raise the standard of PE lessons through clear monitoring and evaluation cycles of PE</li> </ul> <p>£1700</p>	<ul style="list-style-type: none"> <li>- 100% of children have been able to take part in sessions at lunch time which have encouraged pupils to be physical active (throwing foam javelins, pedal bikes, tire obstacle course) This has been supported by play leaders and trained staff so that pupils have positive role models to support them whilst at play.</li> <li>- After school clubs have supported children to continue to develop their sportsman ship and pride in sporting activities.</li> <li>- PSHE leader monitored the knowledge of basic first aid and found that children could</li> </ul>
<p>Children provided with age appropriate first aid skills</p>	<ul style="list-style-type: none"> <li>- Children to have half a terms worth of age</li> </ul> <p>£1870</p>	<ul style="list-style-type: none"> <li>- To promote more external sporting competitions and activities</li> <li>- Role of sports coaches financially secure and valued part of school staff structure</li> <li>- To continue to develop and refine the curriculum so it further</li> </ul>

<p>Half termly assemblies that supports children’s understanding of health and wellbeing</p>	<p>appropriate first aid skills to support them with how to keep safe.</p> <ul style="list-style-type: none"> <li>- First aid sessions in school</li> </ul>		<p>talk more confidently about basic first aid skills that would support them in keeping safe.</p> <ul style="list-style-type: none"> <li>- Workshops completed to support children’s overlearning of basic first aid</li> <li>- DH Teacher monitored the impact of assemblies and gained pupil voice evidence to gauge how well children could talk about keeping themselves safe. A year 2 pupil commented “The safety assemblies have been great – I know how to keep myself safe at school, at home, in my community and I also know who is there to keep me safe”</li> </ul>	<p>supports children to make safe choices</p>
<p>Year 2 Scooter Training</p>	<ul style="list-style-type: none"> <li>- To support children in being safe when they ride to and from school and within their communities</li> </ul>	<p>£1500</p>	<ul style="list-style-type: none"> <li>- 100% of year 2 pupils completed scooter training to become more confident in riding a scooter as well as understanding how to be safe.</li> <li>- 100% of year 2 completed the training and could confidently demonstrate a safe stop</li> <li>- 100% of children could confidently demonstrate how to control their scooter around a given course.</li> <li>- 100% of children were taught</li> </ul>	<ul style="list-style-type: none"> <li>- Continue into next year</li> </ul>

			<p>about how to assess the road they are crossing safely and how to look for risks.</p> <ul style="list-style-type: none"><li>- 100% of children could identify where it would be safe to cross on their scooter.</li></ul>	
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Key indicator 5: Increased participation in competitive sport				Percentage of total allocation:
				£3850 16%
Intent	Implementation		Impact	
<p>Increased participation in competitive sport</p> <ul style="list-style-type: none"> <li>• Increased participation</li> <li>• Development of attitudes towards competition</li> <li>• Development of personal attributes</li> </ul> <p>Increased attendance and effort</p> <ul style="list-style-type: none"> <li>- Less low level behaviour as children active and enthused</li> <li>- Development of active lifestyles out of school</li> <li>- Achieve the silver award within the Autumn term moving onto the gold award within spring and summer.</li> </ul>	<ul style="list-style-type: none"> <li>- Raise the profile in school of sporting competitions</li> <li>- Enter competitions provided by SGO (<i>15 events being entered this year</i>)</li> <li>- Class tournaments and in school festivals for less engaged and confident pupils</li> <li>- Increased staff interest and engagement in school competitive sport</li> <li>- Celebration of successes in achievement assembly to promote positive attitudes of pupils who represent the school.</li> <li>- Inter/intra school competitions organised to go alongside after school programme</li> </ul>	<p>£2500</p>	<ul style="list-style-type: none"> <li>- Children were able to take part in school based activities that allowed them to experience competitive outcomes.</li> <li>- Children were able to experience winning and losing and how to manage these feelings. Due to lockdown children have not had a range of experiences linked to this so we have ensured that we have given children opportunities for this in a safe place building to next year where we will complete external competitions</li> <li>- Children completed in inter federation activities which supported them to demonstrate competition in a safe place.</li> <li>- 100% of children took part in a federation sports day</li> </ul>	<ul style="list-style-type: none"> <li>- With the purchase of a federation mini bus it will make it easier to take children to smaller external events.</li> </ul>
<p>To continue to raise the profile of</p>	<ul style="list-style-type: none"> <li>- To continue to raise the importance of</li> </ul>	<p>£1350</p>	<ul style="list-style-type: none"> <li>- 100% of children</li> </ul>	<ul style="list-style-type: none"> <li>- Continue through to the next academic year.</li> </ul>

<p>sports day to enhance the opportunity for competition for ALL</p>	<p>sportsmanship and encouragement in these events</p> <ul style="list-style-type: none"> <li>- To increase attendance of families and the support they give to their children with flyers and letters</li> </ul>		<p>participated in an event during sports day</p> <ul style="list-style-type: none"> <li>- A year 2 pupil commented that “this is the best sports day ever I feel so confident and it’s so much fun”</li> <li>- 100% of children felt confident and showed resilience during the competitions</li> <li>- Increased attendance of families was seen across the sporting events.</li> <li>- 100% of pupils walked to Weston Park Primary School supported by key adults</li> </ul>	
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Signed off by	
Head Teacher:	
Date:	
Subject Leader:	
Date:	
Governor:	
Date:	