

Evidencing the impact of the Primary PE and sport premium

Website Reporting Tool

Revised July 2021



Commissioned by



Department
for Education

Created by



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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](#).



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Details with regard to funding

Please complete the table below.

Total amount carried over from 2019/20	£3000
Total amount allocated for 2020/21	£16,680
How much (if any) do you intend to carry over from this total fund into 2021/22?	£1000
Total amount allocated for 2021/22	£17,500
Total amount of funding for 2021/22. To be spent and reported on by 31st July 2022.	£18,500

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>	50%
<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>	60%
<p>What percentage of your current Year 6 cohort perform safe self-rescue in different water-based situations?</p>	60%
<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

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:28.06.22	
<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>					Percentage of total allocation: 5%
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 engage less active children in every class in physical activity.	KITS academy workshop with activity sessions tailored for small groups of children to boost their confidence in P.E. Teacher to monitor children for active sessions based on lockdown data.		£600	Pupil survey and questionnaire states that children are more aware of how to be active and targeted children now attend after school clubs.	Young leaders to offer more and take the lead on playground activities.
To increase activity levels throughout the school. Increase whole school participation in physical daily challenges. Promote pupils daily physical fitness.	Purchase fit bits and give to classes weekly to monitor and track their fitness levels. Children to plan how they can be more active during the day based on their results. Set up daily challenges across year groups. Purchase more playtime equipment. School games/ commonwealth games activities led by young leaders on the playground		£300	Fitbit results show children are active throughout the day and completing up to 6000 steps when in school. Pupil voice and photos show more children are active at playtime and enjoy the activities on offer. Daily challenge charts set up in each classroom show children trying to beat their personal best.	Sports council to set up a questionnaire that enables children to have their say on which activities they would like to see at playtimes. Purchase more fitbits to encourage more children to be active.
To increase parental engagement in physical activity.	Sign up for street tag. At sports day have street tag posters for parents to raise awareness of how to use it to		Free	Street tag up shows 60% of parents are engaged.	Raise more awareness through letters and banners made by

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	track fitness levels.		Saint Joseph's is on the leader board on the app.	school council
Key indicator 2: The profile of PESSPA being raised across the school as a tool for whole school improvement				Percentage of total allocation: 10%
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?:
Use of Primary P.E mentor to positively impact and raise the profile of P.E and sport across the school. For P.E mentor to support interventions across the school to raise pupil attainment and wellbeing.	CP to allocate mentoring slots to teachers and new members of staff who need and require support. Set up timetable with P.E mentor to work with children across all subjects who need interventions.	£4000	Teacher observations and lesson observations show teachers are more confident to teach P.E lessons. Pupil questionnaire on well being states levels have been raised. Attainment has been raised for those children as shown on class data.	Continue to monitor and observe P.E lessons and gather pupil voice
To engage SEN and pupil premium children in P.E and sport both inside and outside school hours.	Liaise with SEN lead to target children to attend clubs. Set up clubs based on pupil voice.	£500	Data shows 75% targeted children attended girls club A third of the children who attended dance club were SEN/PP.	Continue to target SEN/PP children for clubs and raise percentage who attend.

Key indicator 3: Increased confidence, knowledge and skills of all staff in teaching PE and sport				Percentage of total allocation:
				22%
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 teacher's subject knowledge in P.E units. To ensure there is a coherent and consistent approach to teaching high quality P.E across the school	Staff questionnaires of subject knowledge. Timetable set up as to who NOSSP mentor is working with in school. Monitoring planning and carrying out lesson observations. Purchase P.E scheme to ensure consistency throughout the school.	NOSSP Mentor as above £1500	Staff questionnaires show teachers now have increased subject knowledge and are more confident in teaching certain P.E subjects. Monitoring on lessons shows P.E scheme is being taught by all staff across the school. All staff are using the platform and can easily see which children to target for P.E intervention.	Continue to monitor and carry out lesson observations to ensure P.E scheme is being implemented across the school.
Key indicator 4: Broader experience of a range of sports and activities offered to all pupils				Percentage of total allocation:
				2%
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>Additional achievements:</p> <p>New extra curricular clubs introduced into the P.E curriculum. Inspire children and encourage them to participate in sports they may not have the opportunity to outside of school.</p>	<p>KITS academy Dance club after school Girls club set up and run by year 6 children to increase their leadership skills. Ask children which clubs they belong to and approach coaches to come into school and deliver taster sessions.</p> <p>Contact outside agencies to come and run taster sessions for pupils.</p> <p>Liase with local secondary schools to provide enrichment activities outside the school P.E curriculum.</p>	<p>£500</p>	<p>50% children in the school attend extra curricular clubs.</p> <p>50% KS2 have competed in a competition for the school</p>	<p>Continue to add clubs to the list based on pupil voice and need.</p>
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Key indicator 5: Increased participation in competitive sport				Percentage of total allocation:
				11%
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:
For all pupils to experience competitive sport at least once throughout the year. For gifted and talented children in each area of the curriculum to be encouraged to reach their full potential.	Liase with teachers using NOSSP calendar. NOSSP affiliations and virtual competitions. Gifted and talented children identified by class teachers. CP to liase with gifted and talented leader around which children to target for competitions.	£2200	50% pupils have competed for school in a competition.	To set up level 1 intra school competitions, so children compete in school as well as outside with others.

Signed off by	
Head Teacher:	
Date:	
Subject Leader:	C. Pavely
Date:	07.07.22
Governor:	
Date:	