

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 2020/21	£0
Total amount allocated for 2021/22	£16,800 (plan comes to £18,450 but actuals may reduce)
Total amount of funding for 2021/22.	£16,800

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>During the summer of 2022 all pupils (whole school) had swimming lessons and safe self-rescue and water safety was part of the provision for all.</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 2022. Please see note above</p>	91%
<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>	91%
<p>What percentage of your current Year 6 cohort perform safe self-rescue in different water-based situations?</p>	91%
<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>	<p>Yes/No Post pandemic the school decided it was important to take all children swimming. We also employed additional swimming coaches to target certain children. This had very good impact (tracking sheets internally)</p>

Created by:



Supported by:



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: £16,800	Date Updated:
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: £1500 = 9%
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?:
<ul style="list-style-type: none"> - Pupils plan, deliver and participate in at least 15 mins active playtimes to support 30 active minutes - All pupils have access to more organised activities at lunchtime and a opportunity to voice what activities are on offer. The take up is good and pupil voice indicates enjoyment - Pupils show leadership in organising and officiating these opportunities (25% of Y3 – 6) 	<ul style="list-style-type: none"> Facilitate team practice 12- 12.30 for different sports. Facilitate zoned areas on the playground for activities with older pupils acting as leaders (jumping jaxx training) 	TA support ½ an hour a day £600 Proportion of £4500 (Lacorn Child Partnership) - £900	Active playtimes are in place. Pupils have fed into lunchtime activities and acted as playleaders (different game each half term). Take up has been very high with the vast majority of KS2 wanting to be involved. Playground zones are in place but now we are re-established after pandemic more focus can be given to this. All year 5 and 6 pupils have completed Jumpin Jaxx training which supported the above.
<ul style="list-style-type: none"> - All pupils participate in 15 mins daily mile 	<ul style="list-style-type: none"> Classes run daily mile or 15min fitness drills. Consider mile run line by estates team 	No cost	Regularly in place Line markings done by estates team are only temporary – move to upgrade of lines/markings on all playgrounds
<ul style="list-style-type: none"> - Pupils are targeted with activities to involve and encourage the least active. 	<ul style="list-style-type: none"> Audit school council, classes and target children for ideas. 	Costs in above	Excellent take up from targeted pupils. Those who attend after school clubs less (transport issues) were well engaged.

Key indicator 2: The profile of PESSPA being raised across the school as a tool for whole school improvement				Percentage of total allocation: £2500 15%
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:
<ul style="list-style-type: none"> - Everyone values their own and others enjoyment of sport, physical education and physical activity - Lessons are active and consider engagement through varied activities that involve movement or use of different areas - Pupils engage in active playtimes – see above 	<ul style="list-style-type: none"> - Sports board and regular information in the school news to celebrate and share - Continue to establish a physical activity policy that reflects the breadth of opportunity - Regular programme of sport and competition through the Lacon Child Partnership. - Continue to promote and remind about active lessons and playtimes 	Leadership time below Proportion of £4500 - £900	Sports board updated every half term with a selection of PE lesson photos. KS1 pupils had less access the PE display board, so a photo of the board at the end of each half term was incorporated into achievers' assembly and school newsletter. Sports stars were celebrated each week in achievers' assembly. B2022 CGW power and inspiration was introduced into assemblies from January	Consider including further sporting success in assemblies e.g. New year's honours sports recognition Competition is now run in a different way- consider additional budgeting to engage in this (both fees for program and transport costs)
<ul style="list-style-type: none"> - Sport, physical education and physical activity experiences are used across the curriculum 	<ul style="list-style-type: none"> - To consolidate our vision with the whole school community and use our sporting experiences across the curriculum e.g English report writing; maths statistics; science etc 	No cost	Some use but curriculum coverage is tight across the board.	Keep bringing to the fore- staff meetings- curriculum map consideration
<ul style="list-style-type: none"> - Our small school has a 'staff lead and champion' just for sport - Leadership capacity is developed 	<ul style="list-style-type: none"> - Continue to develop leadership (TA) to co-ordinate provision and developments 	£1600 Overtime and higher grade	This has been essential to actions and profile in our small school. Contract changes are now permanent.	
<ul style="list-style-type: none"> - Actively encourage pupils to take on leadership or volunteer roles that support the delivery of sport and physical activity within the school (such as 'sports leader' or peer-mentoring schemes) 	<ul style="list-style-type: none"> - See key indicator one 		Sport leaders in our school are used to formally help run intra house competitions and sports day activities. Pupils informally step into roles on the playground and PE lesson also incorporate this.	

Key indicator 3: Increased confidence, knowledge and skills of all staff in teaching PE and sport				Percentage of total allocation: £4150 25%
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:
Nursery access more formal physical development sessions and core movement skills are targeted	KM advises and delivers physical development sessions. This supports staff professional development to lead sessions themselves.	Teacher across EYFS £2250 (as plan exceeds funding this is where school part funds)	This is having good impact on both pupils physical literacy and staff's knowledge of how to promote this. Further consolidation is needed alongside use of the outside area.	To become part of EYFS outside area SDP plans.
Provision in weaker areas is scaffolded as staff are supported with quality resources e.g. dance, gym	Collate and signpost to support resources	Aim for no cost initially and relate to training below	Staff have accessed various schemes/resources to support. Gym has been supported through the Lacon Partnership	Continue to consider scheme resources to support staff. Consider external dance provider for the curriculum (began after school club)
Pupils know more and are able to do more as a result of specific, high – quality provision An increasing percent of pupils achieve skills on the assessment sheets.	<ul style="list-style-type: none"> - Scaffold consistency of teaching and learning with quality assessment resources - Use trust PE skills tracking grids consistently across personnel - Partnership delivering lessons alongside teachers through the year - Staff to access swimming training - Staff to access gymnastic and dance training - Staff to access educational visit training/walk leader 	<p>Leadership cost above.</p> <p>Proportion of £4500 - £900</p> <p>£1000 PE CPD</p>	<p>Consistent us of the assessment resources has improved as the PE lead ensures the variety of staff are clear of the outcomes each half term. Data shows good statistics at developing and secure. Workload and subject leadership (multiple in a small school) have been so intense that staff have prioritised time in other areas of the curriculum as appropriate on some occasions.</p> <p>3 members of staff completed combined swimming qualification in March. Educational walk lead training (Jubilee Brown Clew walk) was not needed but there was strong liaison with an expert at Arthog for the RA – this is now a good contact for the future.</p>	<p>SDP includes a focus on the following areas identified from tracking sheets:</p> <ul style="list-style-type: none"> - Hitting and striking skills at KS1 - Securing games skills at KS2 - Consider specialised dance provision. - Consider OAA in all year groups <p>Overall it is about increasing the % of children at secure (lots of developing in areas above)</p>

Key indicator 4: Broader experience of a range of sports and activities offered to all pupils				Percentage of total allocation: £6100 36%
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:
<ul style="list-style-type: none"> - A wider range of sporting activities are available and pupils take these up. - There is a programme of activity before and after school daily which is popular with the children. - At least 60% participate in extra-curricular every week (Y3 – 6 but also aim for the whole school) - Celebrate and value what children do outside school activities so this is valued, promoted and shared. - 85% of pupils participate in extra-curricular sport every week (in or outside of school) 	<p>Lacon Partnership Out of school hours learning</p> <p>Partnership with wider providers and key clubs e.g. Bridgnorth Tennis; Kiddy Harriers Football; Worcs Warriors Rugby; Dance; Gymnastics</p> <p>Transport of pupils to other venues supports the range of experiences and quality of provision (e.g. gymnastics)</p> <p>Continue to broaden the school activities and more regularly make these open to pupils who attend wrap around. Problem solve indoor space in winter.</p> <p>Signpost to a range of community providers – website – school news – visiting coaches – celebrate pupil attendance</p> <p>Due to Covid disruption try to expand swimming instruction to all year groups</p>	<p>Proportion of £4500 - £900</p> <p>CE200 for a half term programme – consider 1 each term = £600</p> <p>Upper KS2 1 half term set of lessons == £600</p> <p>Funded by parent contributions + £1000 top up to keep costs accessible and inclusive of wrap around. Funding attendance to some activities in order to boost initial uptake</p> <p>£2000 - costs of taking more groups and teaching smaller groups £500 per class (staffing, more pool time, transport, instructors)</p> <p>£1000 training</p>	<p>Local sports clubs are signposted on the school website and there has been wide engagement from a variety of wider partners into the curriculum. This has also positively impacted the after school programme which has been broader than we have ever managed. Uptake is very strong with many clubs full. Wrap around have been included and this means that the winter hall space is resolved as wrap around can manage in the nursery setting.</p> <p>80% of pupils at KS2 took up an extra curricular activity in the year</p>	
<ul style="list-style-type: none"> - EYFS benefit from PE and outdoor programmes that target key skills and experiences 	EYFS staff are forest school trained and access learn outdoors/forest school sessions at a newly identified site throughout the year		EYFS staff completed forest school training and this is now an asset to provision. Children walk there and engage in a range of outdoor activities that support their physical literacy.	
<ul style="list-style-type: none"> - All children access OAA opportunities through Live the Adventure. Pupils enjoy being outdoors and understand how this relates to mental and physical health. 	All classes access Live the Adventure OAA	Funded by voluntary contributions and FOSPS (tbc) – or use monies not allocated elsewhere.	One class accessed this and another did a OAA residential.	The orienteering and map work needs consideration and coverage during the next year.

Key indicator 5: Increased participation in competitive sport				Percentage of total allocation:
				£4200 25%
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:
All pupils access a broad programme of Level 1, Level 2 and (where appropriate) Level 3 competition. This supports enjoyment and develops skill.	<ul style="list-style-type: none"> - Pupils participate in a comprehensive programme of sport and events - Increase the intra school sport activities each term e.g. class or house competitions - Increase idea of competition against self with personal best records e.g. in Athletics - Track achievements on assessment grids - Consider impact of reduction in local access to level 3 competition 	Proportion of £4500 - £900 £3300 Transportation to the competitive programme. KS2 c. 2 x per half term- £2400 KS1 c 1 x per half term - £600 Reception c 1 per term - £300	Pupils have participated in a comprehensive programme of sports and events (enough to meet school games gold) but we feel the level 3 competition (with the whole of Shropshire is missed). The programme changed and we were unsure of the value for money especially considered transport costs and travel time which is now more regularly further away. We will continue to consider this in the next year.	Address access to level 3 competition where appropriate

Signed off by	
Head Teacher:	Katie Jones
Date:	September 2022
Subject Leader:	Tracey Wood
Date:	September 2022
Governor:	Sarah Price
Date:	September 2022