

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	£5,500
Total amount allocated for 2020/21	£16,200
How much (if any) do you intend to carry over from this total fund into 2021/22?	£0
Total amount allocated for 2021/22	£19,000
Total amount of funding for 2021/22. To be spent and reported on by 31st July 2022.	£18,925

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 2021.</p> <p>Please see note above</p>	96%
<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>	89%
<p>What percentage of your current Year 6 cohort perform safe self-rescue in different water-based situations?</p>	76%
<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>	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>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: 21.8%	
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 all PE provision and teaching reinforces Fundamental Movement Knowledge throughout the academy.	Purchase Curriculum Companion for PE linked to Chris Quigley Essentials Curriculum. Plan staff training on FMK and Knowledge Categories. Provide modelling on FMK and illustrate links to staff.	£1500 £1650 £1000	Curriculum companion used and followed by staff with pupils demonstrating knowledge of the different Knowledge Categories and FMK. Pupils demonstrating a greater understanding of PE resources and equipment with playtimes and lunchtimes. Lunch times and Play times are more active with Daily Mile something that the children and staff report has been an extremely positive in terms of promoting physical activity and health. Pupil voice reports that Brain Breaks are used by all staff. A multitude of examples are offered and presented by pupils and	Full Teaching and Learning Evaluation of PE to take place across the academy with an emphasis on the different aspects of CPD embarked upon. Further pupil voice and staff voice activities to be undertaken to ensure consistent progress is achieved and different considerations are accounted for. Equipment to be provided to continue Active play and lunchtimes with new timetables to ensure different staff delivery and opportunities are available to wider range of pupils. Daily Mile, Travel Tracker and Personal Challenges are to
Increase range of activities during break and lunchtimes. Alongside extensive provision of extra-curricular clubs which prioritise exercise, physical health and fundamental movement knowledge.	Purchase additional Playground Equipment and storage facilities. Formulate timetables ensuring range of activities with details on staff involvement and links to PE curriculum. PE Lead to split lunchtimes across both KS1/2 playgrounds and lead additional activities.			
Increase brain breaks and team builders throughout the school day to promote both cognitive and bodily regulation within classrooms.	Further brain break ideas researched and modelled to staff during PE CPD, training and staff check-ins linked to curriculum coverage, equipment and			

<p>teaching.</p> <p>Monitor activity before school and during the school day by continuing with Living Streets Travel Tracker and completing the Walk to School Challenge and introduce Daily Mile.</p>	<p>Reintroduce Travel Tracker.</p> <p>Ensure class profiles are accurate and up to date.</p> <p>Promote to children in assembly and during class visits.</p> <p>Distribute Badges.</p> <p>Daily Mile track to be created on both KS1 Playground and KS2 Field.</p> <p>Links to resources to ensure displays in all classrooms.</p>	<p>shared with staff.</p> <p>Travel Tracker data shows increased physical activity during travel to school.</p> <p>Classroom displays indicate current and previous PE learning with Knowledge Categories highlighted and visible in classrooms.</p>	<p>continue across the academy and into the next academic year.</p> <p>Evaluation of classroom displays and adherence to the different aspects of PE are to be part of the PE teaching and learning evaluation.</p>
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<p>Key indicator 2: The profile of PESSPA being raised across the school as a tool for whole school improvement</p>	<p>Percentage of total allocation:</p> <p>17.8%</p>
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Intent	Implementation	Impact
<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>Evidence of impact: what do pupils now know and what can they now do? What has changed?:</p>
<p>Ensure PE curriculum is taught in a progressive manner across the academy with an emphasis on Fundamental Movement Knowledge and a deeper understanding of Knowledge Categories to build PE schema.</p> <p>Create a Curriculum document to model PE Journeys for staff and include relevant Fundamental Movement Knowledge linked to POP</p>	<p>Create curriculum documents which highlight coverage for each Year group and age phase.</p> <p>Create additional documents linking the FMK to POP tasks and areas of the curriculum.</p> <p>Discuss and model usage and access to staff.</p> <p>Knowledge categories and PE displays to be present in all classrooms.</p> <p>Model PE journeys to targeted staff who require support.</p> <p>Revisit PE journeys and other CPD areas during staff meetings and</p>	<p>£1400</p> <p>£2000</p> <p>All created curriculum documents are accessed and used in the planning and teaching process.</p> <p>POP tasks are delivered across the academy with more evidence of PE Journeys taking place.</p> <p>Pupils have a growing understanding of Knowledge Categories and FMK.</p> <p>Pupils regularly show their understanding and during playtimes and other activities attempt personal challenges from</p>
		<p>Sustainability and suggested next steps:</p> <p>Full Teaching and Learning Evaluation of PE to take place across the academy with an emphasis on the different aspects of CPD embarked upon.</p> <p>Further pupil voice and staff voice activities to be undertaken to ensure consistent progress is achieved and different considerations are accounted for.</p> <p>Additional Lesson Studies to take place if and when required.</p>

Tasks across the broader areas of PE teaching and provision.	INSET training. Create several example Journeys which incorporate FMK, Knowledge Categories and full teaching process. Conduct further Staff and Pupil Voice activities. Formulate additional guidance on FMK assessment in EYFS.		their curriculum time. EYFS staff report effectiveness of BUSS activities and improvements in the Physical Development of children.	BUSS interventions and supervision to continue with a different target group delivered for in each individual term.
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Key indicator 3: Increased confidence, knowledge and skills of all staff in teaching PE and sport				Percentage of total allocation:
				25.7%
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 staff to receive training and further development on PE journeys, Knowledge Categories, Fundamental Movement Knowledge and POP Tasks.	Research PE CPD and practice further. Plan and deliver year round CPD for staff. Hold Staff Meetings and deliver Whole School training during INSET days.	£2400 £2500	Staff voice shows greater knowledge of the different areas linked to the CPD delivered. Pupil voice illustrates the fact that the children can talk in detail about their PE learning and what movement etc. they have been working on.	Full Teaching and Learning Evaluation of PE to take place across the academy with an emphasis on the different aspects of CPD embarked upon. Further pupil voice and staff voice activities to be undertaken to ensure consistent progress is achieved and different considerations are accounted for.
Staff to receive additional support on brain breaks, Travel Tracker, Daily Mile, Active Playtime Games and Ideas as well as in class BUSS interventions.	Liaise with SSP, NE Lincs Council and wider professionals to understand the variety of different initiatives. Support staff and highlight further actions through check-ins and staff voice activities.		All pupils take part in Daily Mile and log activity and travel on the Living Streets Travel Tracker. Data shows that the academy is improving and setting high standards of activity levels among both pupils and staff.	BUSS interventions and supervision to continue with a different target group delivered for in each individual term.
Additional BUSS training to be offered to some staff alongside the delivery of BUSS sessions to targeted pupils and	Arrange further training and support from BUSS and Sarah Lloyd. Partner with YA Care Team Lead		BUSS interventions and	

groups.	and organise Supervision of BUSS.		supervision carried out.	
Key indicator 4: Broader experience of a range of sports and activities offered to all pupils				Percentage of total allocation: 23.6%
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>PE Lead to deliver a variety of sessions to support staff in understanding how to effectively use different equipment and pedagogy approaches when teaching a range of areas from across the PE curriculum.</p> <p>Additional staff voice and check-in meetings related to PE Journeys and wider CPD and how it relates to different sports, games and physical activities. Thus ensuring coverage of a wide range of opportunities.</p> <p>Extra-curricular clubs to provide a wide range of opportunities to all pupils.</p> <p>Additional achievements: <ul style="list-style-type: none"> - Bikeability provision - Provide additional EYFS </p>	<p>Research and Plan CPD offer. Hold relevant CPD for whole school staff. Join and continue partnership with both AfPE and SSP in N.E. Lincs. Hold Lesson Studies and check-ins as follow-up practice with staff. Create staff voice questionnaires. Administer and analyse them reporting back to SLT and wider teaching teams. Analyse curriculum coverage documents.</p> <p>Develop Club offer through Staff and Pupil Voice. Purchase additional resources required. Timetable of clubs to ensure resources, spaces and staffing are able to maximise provision.</p> <p>Book Bikeability with SSP. Letter and information provided to both parents and participants.</p>	<p>£2900</p> <p>£1000</p> <p>£600</p>	<p>Staff have greater knowledge of teaching practices and the use of different tasks and resources for different curriculum areas and specific sports. Lesson studies and check-ins have helped prepare CPD for next academic year. Curriculum coverage shows a wider delivery of activities than was previously achieved. Pupils are able to readily talk about PE and what they have been learning about. This is a huge improvement on previous pupil voice analysis. Club analysis shows that while a wide range of pupils access the clubs we have a higher than average attendance of Pupil Premium pupils accessing clubs. All Year 6 Pupils completed the Bikeability training.</p>	<p>Full Teaching and Learning Evaluation of PE to take place across the academy with an emphasis on the different aspects of CPD embarked upon. Further pupil voice and staff voice activities to be undertaken to ensure consistent progress is achieved and different considerations are accounted for. Extra-curricular clubs to be offered again in the next academic year with more external providers offered to increase range of provision and opportunities for all. Bikeability is booked in and is offered to Year 6 pupils for next year with the hope we can offer</p>

<p>resources for staff as well as internal training</p> <ul style="list-style-type: none"> - Forest Schools provision - Empathy Heroes and Young Leaders - Active Play Ground Game of the Month <p>Sports Days and Physical Activity Week to promote and inform range of different sports and activities.</p> <p>Purchase of equipment to be present and available to use in school related to both break, lunch times and lesson physical activity provision.</p>	<p>Forest School training provided.</p> <p>Forest School resources purchased with pilot club in Summer term.</p> <p>Active Play times and game usage monitored throughout each term.</p> <p>Plan and deliver successful Sports Days across the whole academy. Participation, engagement and challenge are the main aims.</p> <p>Following staff and pupil voice activities target relevant equipment for purchase.</p> <p>Order and organise, then distribute across the academy and monitor effective usage while sharing best practice with teaching teams and wider staff.</p>		<p>Forest Schools planned into the next academic year as part of the whole school curriculum offer.</p> <p>Equipment purchased and organised to ensure continued coverage of a wide range of physical activities.</p> <p>Provision in curriculum time and across Active breaks shows wide range of resources used by pupils and staff.</p>	<p>it to Year 5 and get back into pre-Covid cycle.</p> <p>Sports Days to continue as planned from previous year given the success.</p> <p>Young Leaders to be trained by SSP.</p> <p>Continue to use funding to make sure academy is extremely well resourced to deliver PE curriculum effectively.</p>
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Key indicator 5: Increased participation in competitive sport				Percentage of total allocation:
				10.5%
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:
<p>Expand cross school competitions. Including the introduction of personal targets and challenges linked to the direct provision and teaching of PE in classes.</p> <p>Hold separate sports days for different age phases and Key Stages from across the academy taking into account our trauma informed ethos and wider relational culture in school.</p> <p>Develop links with other schools to conduct some competitive sport when appropriate. In addition to taking part in competitive, developmental and participation events held by the SSP.</p> <p>Extra-curricular clubs to offer competitive sport and provide further links for children wishing to join community teams and clubs outside of school.</p>	<p>Develop Personal Challenge document and share with staff.</p> <p>Ensure challenges are attempted and understood by pupils.</p> <p>Provide opportunities during curriculum time and lunch breaks.</p> <p>Plan, organise and then deliver the events</p> <p>Take into account FMK and POP tasks within delivery.</p> <p>Ensure information shared with staff, pupils and parents.</p> <p>Resource and evaluate experiences.</p> <p>Regular dialogue with SSP and other PE providers across the different sectors of education.</p> <p>Continue to build links with local secondary schools.</p> <p>Attend Skipping Festival and share SSP events with whole school teaching teams.</p> <p>Update each month and provide additional information through clubs.</p>	£2000	<p>Pupils now take part in POP tasks during their PE Journeys to assess progress.</p> <p>Pupils regularly attempt and develop their skills against personal challenges linked to the POP tasks and the wider curriculum areas.</p> <p>All feedback from Sports Days was extremely positive and staff and children were able to draw links and connections between activities and curriculum practice.</p> <p>Pupils and staff have greater knowledge of POP tasks.</p> <p>Pupils have attended more taster sessions and took part in more competitive activities including the Skipping Festival but also intra-school relays and target ball challenges.</p> <p>Pupils and staff are further aware of community clubs and additional opportunities which could boost their participation in sport.</p>	<p>Plan termly intra school competitions linked to curriculum provision and relevant POP tasks.</p> <p>Ensure pupil voice is accounted for when supporting playground activities and clubs.</p> <p>Plan Sports Day again to build upon recent success.</p> <p>Ensure Be Active Week has additional activities to promote Physical Health and Activity.</p> <p>Continue to plan, deliver and offer information on a wide range of different sports and opportunities.</p> <p>Share event calendar from SSP with whole school teaching teams.</p> <p>Target one event per Year group to be achieved throughout the academic year 22-23.</p>

Signed off by	
Head Teacher:	Elizabeth Cox
Date:	21-7-22
Subject Leader:	Alex Pickerden
Date:	21-7-22
Governor:	Jennifer Lundy
Date:	21-7-22