

Primary Physical Education 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	£120
Total amount allocated for 2020/21	£17,709
How much (if any) do you intend to carry over from this total fund into 2021/22?	£
Total amount allocated for 2021/22	£17,720
Total amount of funding for 2021/22. To be spent and reported on by 31st July 2022.	£17,640

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>	87%
<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>	70%
<p>What percentage of your current Year 6 cohort perform safe self-rescue in different water-based situations?</p>	Our current Year 6 cohort did not complete the specific safe self-rescue lesson in their term of swimming lessons this year. However our Year 6

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	teacher estimates 70% of the children would be able to perform safe self-rescue.
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?	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:	
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: 14%
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?:	
Children in EYFS have access to resources outside that will allow them to remain physically active throughout the school day.	Purchase and installation of a new slide and associated protective matting.		£4500	The children use the slide on a daily basis (weather permitting) alongside the other outdoor resources available to them to ensure staying physically active is a priority.	
Key indicator 2: The profile of PESSPA being raised across the school as a tool for whole school improvement					Percentage of total allocation: 68%
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?:	

School has a dedicated outdoor learning space to be used during PE lessons and other outdoor learning, raising the profile of high-quality PE lessons and outdoor learning.	School had an outdoor classroom built in 2022 which is directly adjacent to both the school yard and field, where practical PE lessons take place, as well as other outdoor based lessons. The classroom includes a roof, whiteboard and seating for all children.	£10500	PE lessons are highly structured, and the outdoor classroom allows whole class teaching and plenary sessions to take place in a formal space, raising the profile of the teaching of PE and outdoor learning.	Teachers will ensure that they are using the outdoor learning space regularly, and that opportunities are identified to ensure the space is used to its full potential.
Our outdoor learning space is clearly defined, with a focus on the importance of using natural resources where we can, raising the profile of outdoor learning.	The existing hedge separating the learning space from the path to be extended, creating a more prominent outdoor learning space.	£300	Children learn in a clearly defined, high profile outdoor space.	The hedging will be extended over time, creating an more clearly defined space for outdoor learning.
Children from the school council take responsibility for the planning and development of our outdoor learning space.	Miss Watson will take the school council members from EYFS to Year 6 on a visit to Washington Wetlands Centre to research a successful outdoor learning space and then bring their ideas back to school.	£100	The children have begun to take ownership of the outdoor learning space, and as their ideas continue to be developed, all children will have the opportunity to use the space to its full potential.	Our next step will be to develop a pond, working with external providers.

Key indicator 3: Increased confidence, knowledge and skills of all staff in teaching PE and sport				Percentage of total allocation:
				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:

Teaching staff are confident in teaching outdoors, leading to children having access to a range of outdoor learning activities.	Miss Rossiter (PE subject lead) and Miss Watson (Geography subject lead) to complete training in outdoor education course in June 2022.	£450	Following this training, subject leaders have a range of new ideas to share with teaching staff. The trainer asked if he could come back for another session to see how the outdoor learning is going and discuss further improvements.	Following the work done with Alan, we will begin to implement his ideas into our existing curriculum to enhance our outdoor learning opportunities.
Key indicator 4: Broader experience of a range of sports and activities offered to all pupils				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:
Children have a dedicated week where they can access a range of sporting activities they may otherwise not get a chance to try.	School's annual Health Week will take place in the summer term 2022, where children will be able to try a wide range of different sports and activities, led by professional coaches.	£2000	The children had an enjoyable and memorable week, where they experienced different sports they may not have tried before, with some saying they would like to take the sports up outside of school.	After the success of this year's health week, we will begin to plan for next year, aiming to ensure that children can access a similarly wide range of sports and activities.

Key indicator 5: Increased participation in competitive sport				Percentage of total allocation:
				%
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:
Our school football team has the resources required to train on a Friday after school and compete in league and cup matches.	Purchase a pack of ten Zeus YPO footballs to be used for football training and matches.	£70	The footballs have been well used by the football team for training and for matches. Children have learned a range of skills and built confidence in the training sessions and have represented the school as part of the school football team.	The football after school club and school football team will continue, and we will continue to monitor resources to ensure we have everything we need. We will also look to start a girls' football team next season.

Signed off by	
Head Teacher:	
Date:	
Subject Leader:	
Date:	
Governor:	
Date:	