

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](#).



Details with regard to funding

Please complete the table below.

Total amount carried over from 2019/20	£0
Total amount allocated for 2020/21	£19,520
How much (if any) do you intend to carry over from this total fund into 2021/22?	£1,675
Total amount allocated for 2021/22	£19,543
Total amount of funding for 2021/22. To be spent and reported on by 31st July 2022.	£21,218

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. 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	
What percentage of your current Year 6 cohort swim competently, confidently and proficiently over a distance of at least 25 metres? 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. Please see note above	85%
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	55%
What percentage of your current Year 6 cohort perform safe self-rescue in different water-based situations?	7%
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: 2021/22		Total fund allocated:		Date Updated: July 2022	
Key indicator 1: The engagement of all 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:
					%
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?:	
To allow children to participate in regional sporting competitions.	Membership of Onslow St Auey's School Sports Partnership.		£3,100	Increase in number of children accessing competitive sports through girls, boys and mixed teams.	
To improve the delivery of PE across the curriculum and provide opportunities for additional extra-curricular activities.	Appointment of Sports Apprentice to assist with delivery of lessons and with running extra-curricular activities.		£6,088 (pa plus on-costs)	Children receive expert input to listens, to assist delivery by the teacher. Teachers see modelled skills and practice.	
To ensure there is structured break time and lunchtime play.	Playground Activity Leaders (PALs) to be recruited by PE coordinator with roles and rota established for lunchtime play. Badges to be acquired		£566 £138	Children across all age groups experience structured playtime with multiple activities led by keen and enthusiastic children. PALs scheme to be continued each year, with recruitment of new children being the responsibility of the PE coordinator. Equipment purchased in order to support	

To ensure Breakfast Club, After School Club and playscheme children are physically active.	Sports Apprentice to be appointed on a 52 week contract, ensuring availability for After School Club and Playscheme. Communication with External Services Manager to ensure Sports Apprentice is utilised effectively. Sports equipment purchased for Extended Services to ensure this can be delivered.	£3,001	External Services provide a range of physical activities for children throughout the year.	the delivery of the project. Continued use of Sports Apprentice on 52 week contract.
Key indicator 2: The profile of PESSPA being raised across the school as a tool for whole school improvement				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:
To improve the quality of PE provision and ensure the breadth of the curriculum is delivered.	Purchase of GetSet4Pe scheme: roll out through staff CPD with monitoring undertaken by PE coordinator to ensure quality delivery. Update of PE stock to ensure sufficient equipment to be able to deliver high quality lessons	£550 £1,564	Children receive a broad range of physical activity through the curriculum, with staff more confident in the delivery of PE.	Monitoring of the effectiveness of the scheme with a view to continuing into future years.
To develop fine and gross motor skills, both for the development of PE	Purchase of outdoor equipment for EYFS and KS1	£1,366	Improvement/further development of gross motor	Ensuring external area in EYFS is well maintained year-on-year

and for access to wider curriculum in EYFS.			skills initially, leading for better fine motor skills. This will also impact writing within the classroom.	in order to assist with children's general development.
To ensure PE coordinator has sufficient time to allow compliance monitoring and organising of events.	Non-contact time to be allocated as one day per term for subject leader role.	£710	PE curriculum and assessment monitored and reported upon. Executive summary reports prepared for governors.	Ongoing need for role to be given sufficient time to ensure requirements are in place.
Key indicator 3: Increased confidence, knowledge and skills of all staff in teaching PE and 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:
To improve the skills of staff in order to improve delivery.	Use of Noel Sritharan (Onslow St Audrey's School Sports Coordinator) to deliver lessons one day per week.		Children receive a broad range of physical activity through the curriculum, with staff more confident in the delivery of PE. Staff see PE being delivered confidently by a specialist.	Monitoring of the effectiveness of the scheme with a view to continuing into future years.

Key indicator 4: Broader experience of a range of sports and activities offered to all pupils				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:
To extend the provision of physical activities.	<p>Extra-curricular clubs to be offered through staff being prepared to offer their time to run clubs, as well as bringing in external organisations: speed stacking, skateboarding (Wonder Day), circuits, dance, football, swimming.</p> <p>Publicising events advertised through the Onslow St Audrey's Sports Partnership and HCC (eg Track Cycling for girls).</p> <p>Subsidising of Breakfast Club, After School Club and Playscheme places for vulnerable children.</p> <p>Sports Day for whole school in summer term</p>	<p>£3,000</p> <p>£280</p> <p>£41</p> <p>£300</p> <p>£971</p> <p>£39</p>	<p>Increased confidence among children as a result of being able to find an activity that better suits their abilities and interests.</p> <p>General wellbeing improvement amongst children as a consequence.</p>	<p>Survey staff termly to ascertain capacity for maintaining additional provision.</p> <p>Annual event to be timetables into Dates for Diaries.</p>

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:
To make greater use of Onslow St Audrey's Sports Partnership in order to increase participation.	Involvement this year in cross-country, girls football, boys football, mixed football and District Sports. Girls and boys' football teams have won competitions that they have entered.	£125	Increased confidence in children realising that they are able to compete successfully. Promoting a desire to become more involved with competitive sport.	Sports Apprentice and PE coordinator to continue to lead on entering teams for competitions and liaising with Onslow St Audrey's Sports Partnership. Increase the range of sports in future to include tag rugby and rounders. Schedule published for 2022/23 by Sports Partnership.

Signed off by	
Head Teacher:	Tracy Prickett
Date:	15 th July 2022
Subject Leader:	Claire Payne
Date:	15 th July 2022
Governor:	Julia Ellis Hall
Date:	15 th July 2022