

# 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](http://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  | £6,900  |
| Total amount allocated for 2020/21  | £18,370 |
| How much (if any) do you intend to carry over from this total fund into 2021/22?    | £4,300  |
| Total amount allocated for 2021/22  | £18,740 |
| Total amount of funding for 2021/22. To be spent and reported on by 31st July 2022. | £23,040 |

## 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><b>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</b></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><b>N.B.</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>  | 35% |
| <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>  | 35% |
| <p><b>What percentage of your current Year 6 cohort perform safe self-rescue in different water-based situations?</b></p>  | 32% |
| <p>Schools can choose to use the Primary PE and sport premium to provide additional provision for swimming but this must be for activity <b>over and above</b> the national curriculum requirements. Have you used it in this way?</p>   | Yes |

## 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.

|   |  |                                      |  |                                 |  |  |
|---|--|--------------------------------------|--|---------------------------------|--|--|
| <b>Academic Year:</b> 2020/21   |  | <b>Total fund allocated:</b> £23,230 |  | <b>Date Updated:</b> 31/10/2021 |  |  |
| <b>Key indicator 1:</b> 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:  |  |
|   |  |                                      |  |                                 | 59%  |  |
| <b>Intent</b>   |  |                                      | <b>Implementation</b>  |                                 | <b>Impact</b>  |  |
| 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:   |                                 | Evidence of impact: what do pupils now know and what can they now do? What has changed?:   |  |
| Pupils will know the physical and mental health benefits of regular physical activity. They will take advantage of the opportunities presented to them to be active before/during/after school, and will understand how these activities will help them lead happy and healthy lives. |  |                                      | <p>Build upon the running culture created in the school, ensuring all KS2 pupils participate daily and succeed in Marathon Kids</p> <ul style="list-style-type: none"> <li>- Select/train marathon ambassadors</li> <li>- Purchase medals</li> <li>- Weekly medal presentations in assembly to encourage continued participation</li> <li>- Create competition between classes/year groups using the DTS</li> <li>- All KS2 pupils to run at least one marathon over the year</li> <li>- Pupil marathon QR code lanyards for digital recording</li> </ul> <p>Provide a range of free/affordable extra-curricular sports clubs before and after school for all year groups:</p> |                                 | <p>£500 (carried over from 2020-2021)</p> <p>100% of pupils will have run at least one marathon, running a minimum of one field lap per school day.</p> <p>61% of pupils Rec-Y6 participated in a sports club this year (before or after school)</p> | <p>Sustainability and suggested next steps:</p> <p>Continue to work in collaboration with MK to address issues with the app/QR codes.</p> <p>Possibility to reintroduce lap bands to work alongside QR codes until we are satisfied that the QR codes are working.</p> <p>Continue to provide a range of sports clubs before and after school.</p> |

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|  |  |   |   |   |
|--|--|---|---|---|
|  | <ul style="list-style-type: none"> <li>- Free sports club (football club) offered before school every day for KS2 pupils</li> <li>- 10 subsidised after-school sports clubs offered to Rec-y6 pupils</li> <li>- Advertise to pupils and parents to ensure high participation</li> </ul>  | <p>£3,700</p> <p>£1,100 (+£6,400 diverted)</p>                          | <p>57 children registered for our morning football club, with an average daily attendance of 40. 10 after school sports clubs delivered throughout the year, offered for Reception-Year6.</p>   | <p>Offer an alternative sport club to target pupils who aren't already engaging in the current clubs offered (eg. Gymnastics, boxing or fencing)</p>                                  |
|  | <p>Playground budget to allow for the purchase of sufficient equipment for KS1 and KS2 playgrounds to encourage active playtimes/games</p> <ul style="list-style-type: none"> <li>- sports coaches to deliver organised sports/games at break and lunch times in KS2 playground</li> <li>- Y5 sports leaders timetabled to deliver sports challenges and games in KS1 and KS2 playgrounds</li> </ul> | <p>£2,000</p>   | <p>Sports coaches have led organised competitive 5-aside games every break/lunchtime in KS2. Reduced behaviour problems with large numbers of pupils engaged in competitive sport. Increased uptake of girls football since the introduction of a girls only pitch during breaks. Sports leaders trained and lead sports games in KS1, targeting specific children for behaviour. Positive impact on behaviour in KS1 playground.</p> | <p>Continue to run competitive games at break and lunch times in the KS2 playground.</p> <p>Train new set of sports leaders to run sports challenges and games in KS1 playground.</p> |
| <p><b>Key indicator 2: The profile of PESSPA being raised across the school as a tool for whole school improvement</b></p>   |  |   |   | <p>Percentage of total allocation:</p>  |
|  |  |   |   | <p>2%</p>   |
| <p><b>Intent</b></p>   |  | <p><b>Implementation</b></p>  |   | <p><b>Impact</b></p>  |
| <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>Funding allocated:</p>   | <p>Evidence of impact: what do pupils now know and what can they now do? What has changed?:</p>   |
|  |  |   |   | <p>Sustainability and suggested next steps:</p>   |

| <p>Improve the physical fitness of pupils in KS2: Pupils to take ownership of their learning; they are inspired to improve their own fitness and well-being. They understand they are responsible for their own health and fitness, and utilise the skills developed through their engagement with the physical education curriculum and employ them in an effective way to live a happy, active life.</p> <p>All pupils in KS2 are able to identify how their fitness levels have developed from previous academic years and what they did to attain this.</p> | <p>Use GymRun Colours to raise the profile of physical health and improve fitness levels amongst our KS2 pupils. Assess, track and reward pupils fitness levels from year 3-6.</p> <ul style="list-style-type: none"> <li>- Use PE board to display levels</li> <li>- Create a buzz about the coloured levels to motivate and encourage pupils to improve</li> <li>- Baseline and end of year fitness tests for all KS2 pupils to allow for comparisons</li> <li>- All pupils given a colour badge based on their fitness level</li> <li>- Compare/track/repair the effects on fitness levels from lockdown.</li> <li>- Include health related fitness units in PE curriculum for years 3-6</li> </ul> | <p>£500</p>       | <table border="1" data-bbox="1288 89 1724 327"> <thead> <tr> <th></th> <th>SW average</th> <th>National average</th> </tr> </thead> <tbody> <tr> <td>Y3</td> <td>3.6</td> <td>3.3</td> </tr> <tr> <td>Y4</td> <td>4.4</td> <td>3.7</td> </tr> <tr> <td>Y5</td> <td>4.7</td> <td>4.3</td> </tr> <tr> <td>Y6</td> <td>5.3</td> <td>4.5</td> </tr> </tbody> </table> <p>SW average fitness scores higher than national average across all KS2 year groups.</p> <p>The GymRun published expectation is that pupils will make 0.5 improvement in their fitness level per year. On average, children have attained at least 0.5 improvement on their fitness scores each year. Most significant improvements have been made when pupils are in Year 4 and Year 6.</p> <table border="1" data-bbox="1288 877 1724 1125"> <thead> <tr> <th>Year</th> <th>Current Y5 cohort</th> <th>Current Y6 cohort</th> </tr> </thead> <tbody> <tr> <td>19-20</td> <td>3.6 (Y3)</td> <td>4.0 (Y4)</td> </tr> <tr> <td>20-21</td> <td>4.2 (Y4)</td> <td>4.5 (Y5)</td> </tr> <tr> <td>21-22</td> <td>4.7 (Y5)</td> <td>5.3 (Y6)</td> </tr> </tbody> </table> <p>*Average fitness levels as attained in summer terms in 19-20 / 20-21 / 21-22</p> <p>Pupils given time to compare previous fitness levels to their current level in order to track their individual journey. Discussions had about how to improve fitness levels and pupils</p> |  | SW average | National average | Y3 | 3.6 | 3.3 | Y4 | 4.4 | 3.7 | Y5 | 4.7 | 4.3 | Y6 | 5.3 | 4.5 | Year | Current Y5 cohort | Current Y6 cohort | 19-20 | 3.6 (Y3) | 4.0 (Y4) | 20-21 | 4.2 (Y4) | 4.5 (Y5) | 21-22 | 4.7 (Y5) | 5.3 (Y6) | <p>Continue to use gymrun to help assess pupils fitness levels. Use individual results to help track pupils progress and identify target pupils for intervention.</p> <p>Use GymRun fit club as an intervention tool to motivate pupils to be active at home.</p> <p>Implement GymRun warm ups into PE lessons which will work towards developing pupils speed, core stability, leg power, upper body strength and stamina.</p> |
|---|--|-------------------|---|--|------------|------------------|----|-----|-----|----|-----|-----|----|-----|-----|----|-----|-----|------|-------------------|-------------------|-------|----------|----------|-------|----------|----------|-------|----------|----------|---|
|   | SW average   | National average  |   |  |            |                  |    |     |     |    |     |     |    |     |     |    |     |     |      |                   |                   |       |          |          |       |          |          |       |          |          |   |
| Y3  | 3.6  | 3.3               |   |  |            |                  |    |     |     |    |     |     |    |     |     |    |     |     |      |                   |                   |       |          |          |       |          |          |       |          |          |   |
| Y4  | 4.4  | 3.7               |   |  |            |                  |    |     |     |    |     |     |    |     |     |    |     |     |      |                   |                   |       |          |          |       |          |          |       |          |          |   |
| Y5  | 4.7  | 4.3               |   |  |            |                  |    |     |     |    |     |     |    |     |     |    |     |     |      |                   |                   |       |          |          |       |          |          |       |          |          |   |
| Y6  | 5.3  | 4.5               |   |  |            |                  |    |     |     |    |     |     |    |     |     |    |     |     |      |                   |                   |       |          |          |       |          |          |       |          |          |   |
| Year  | Current Y5 cohort  | Current Y6 cohort |   |  |            |                  |    |     |     |    |     |     |    |     |     |    |     |     |      |                   |                   |       |          |          |       |          |          |       |          |          |   |
| 19-20   | 3.6 (Y3)   | 4.0 (Y4)          |   |  |            |                  |    |     |     |    |     |     |    |     |     |    |     |     |      |                   |                   |       |          |          |       |          |          |       |          |          |   |
| 20-21   | 4.2 (Y4)   | 4.5 (Y5)          |   |  |            |                  |    |     |     |    |     |     |    |     |     |    |     |     |      |                   |                   |       |          |          |       |          |          |       |          |          |   |
| 21-22   | 4.7 (Y5)   | 5.3 (Y6)          |   |  |            |                  |    |     |     |    |     |     |    |     |     |    |     |     |      |                   |                   |       |          |          |       |          |          |       |          |          |   |

|   |   |               |   |  |
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| <p>Boost swimming data to ensure more pupils are meeting the national curriculum requirements when leaving in year 6.</p> | <p>Portable swimming pool scheduled for May 2022 for four weeks to help boost swimming data. All KS1/KS2 pupils to be timetabled to swim, but with a stronger focus on Year 6 after missing their swimming sessions in Year 5</p> <ul style="list-style-type: none"> <li>- Finalise booking and payment</li> <li>- Create four week swimming timetable</li> <li>- Liaise with FQ, RH and GS on timetabling issues for those scheduled weeks.</li> </ul> | <p>£7,200</p> | <p>identified where they'd like to be by the next assessment.</p> <p>Company was unable to deliver due to franchise issues. Therefore funding was diverted to help fully fund after school sports club provision and provide extra funds for the end of year sports festival.</p> |  |
|---|---|---------------|---|--|

**Key indicator 3: Increased confidence, knowledge and skills of all staff in teaching PE and sport** Percentage of total allocation: 9%

|               |                       |               |               |
|---------------|-----------------------|---------------|---------------|
| <b>Intent</b> | <b>Implementation</b> | <b>Impact</b> | <b>£2,010</b> |
|---------------|-----------------------|---------------|---------------|

|   |  |                    |  |  |
|---|--|--------------------|--|--|
| 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: |
|---|--|--------------------|--|--|

|  |  |  |  |   |
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| <p>Pupils to know that all PE Instructors value PE, sport and physical activity by demonstrating good subject knowledge and being able to model/lead lessons confidently. Pupils will enjoy, feel confident and show high levels of engagement when participating in PE as a result of making steady progress from consistently good PE lessons.</p> | <p>Purchase of Complete PE scheme of work and membership to aid PE instructors in the planning, delivery and assessment of PE.</p> <ul style="list-style-type: none"> <li>- Purchase 'All foundation, KS1 and KS2 units'</li> <li>- Purchase annual membership</li> <li>- Purchase MYPB 'my personal best' resource cards</li> </ul> | <p>£1,740</p> <p>£180 annually</p> <p>£90</p> <p>(£2,010 carried over from 2020-</p> | <p>PE scheme in place and being successfully used which ensures better continuity for experiences of pupils.</p> <p>Teachers/instructors found lesson plans easy to follow and deliver. Teachers felt they had good engagement from pupils when following Complete PE plans. Pupil voice showed the large majority of pupils felt confident in</p> | <p>All planning units are purchased, no additional costs. Continue to purchase annual membership to gain access to the online portal. Online portal provides access to subject leaders area providing resources for action planning, curriculum mapping and professional development.</p> |
|--|--|--|--|---|

|  |  |  |  |   |
|--|--|--|--|---|
|  | <p>Range of CPD courses available to staff for those lacking confidence, knowledge or skill in particular areas of the curriculum</p> <ul style="list-style-type: none"> <li>- Ensure teachers/instructors are aware of CPD courses that are available, including virtual courses</li> </ul> | <p>2021)</p> <p>Included in NSSP fee: £2,205</p> | <p>PE and looked forward to PE lessons.</p> <p>One pupil stated they only enjoyed and felt confident in certain units/sports and therefore does not always look forward to PE.</p> <p>SM + SS attended fundamental movement skills course aimed at delivering EYFS/KS1 PE. Both instructors gained a deeper understanding into fundamental movement skills and feel more confident delivering PE to these age groups.</p> <p>Expectations of teachers have been raised as a result of this training course, which has related to expectations of pupils within lessons. Pupils are expressing more refined movements and undertaking more complex tasks.</p> | <p>Continue partnership with NSSP to have access to a range of CPD courses.</p> |
|--|--|--|--|---|

|   |   |
|---|---|
| <p><b>Key indicator 4: Broader experience of a range of sports and activities offered to all pupils</b></p> | <p>Percentage of total allocation:</p> <p>18%</p> |
|---|---|

| Intent   | Implementation  |                           | Impact  | £4,000  |
|--|---|---------------------------|---|---|
| <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>Funding allocated:</p> | <p>Evidence of impact: what do pupils now know and what can they now do? What has changed?:</p> | <p>Sustainability and suggested next steps:</p> |





| Key indicator 5: Increased participation in competitive sport   |   |   |  | Percentage of total allocation:  |
|---|---|---|--|--|
|   |   |   |  | 12%  |
| Intent  | Implementation  |   | Impact   | £2,705   |
| 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>Pupils will know how to transfer skills from lessons into a competitive environment. They will need to be able to compete as individuals and in teams.</p> <p>Pupils will manage feelings and demonstrate resilience when winning and losing.</p> <p>Pupils identify a sport/activity that they enjoy and commit to, practising regularly to consolidate performance such that they excel.</p> | <p>Gifted and talented pupils to access a full timetable of competitive inter-school competitions organised by NSSP</p> <p>Inter-school sports festivals hosted by NSSP to provide less competitive opportunities for pupils to enjoy participating in inter-school sports.</p> <p>Intra-school competitions to target all SW pupils in PE lessons, organised lunch time games and whole school annual events.<br/>Annual events include:</p> <ul style="list-style-type: none"> <li>- KS2 Cross country</li> <li>- KS2 Hula-huts</li> <li>- KS2 Archery</li> <li>- KS2 Football</li> <li>- KS1 Multi skills</li> <li>- KS2 competitive sports day</li> </ul> <p>Purchase medals for intra-school events.</p> | <p>Included in NSSP fee: £2,205</p> <p>Included in NSSP fee: £2,205</p> <p>£500</p> | <p>38 teams represented the school at competitive inter-school competitions.<br/>409 competition places were offered to pupils across KS1 and KS2 in a wide range of sports.<br/>40 pupils attended sports festivals aimed at engaging and inspiring those least active/less competitive.<br/>63% of all pupils Y1-6 represented the school this year at an inter-school event.</p> <p>All pupils in KS2 participated in the SW Cross Country and competitive sports day.<br/>KS2 Hula-huts, Archery and Football competitions were held at break times.<br/>All KS1 pupils participated in a multi skills afternoon, led by year 6 leaders.</p> | <p>Continue to invest into NSSP and attend inter school competitions and festivals.</p> <p>Continue to host break time competitions in a range of sports to engage more pupils into regular competitive events.</p> <p>Organise more annual intra-school events to target all SW pupils.</p> |

|                 |                    |
|-----------------|--------------------|
| Signed off by   |                    |
| Head Teacher:   | Farhathafza Quayum |
| Date:           | 07/01/2022         |
| Subject Leader: | Sumayyah Maayuf    |
| Date:           | 07/01/2022         |
| Governor:       | Bola Denby         |
| Date:           | 6 July 2022        |