

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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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](https://www.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](#).

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Details with regard to funding

Please complete the table below.

Total amount carried over from 2019/20	£0
Total amount allocated for 2020/21	£18,500
How much (if any) do you intend to carry over from this total fund into 2021/22?	£0
Total amount allocated for 2021/22	£18,500
Total amount of funding for 2021/22. To be spent and reported on by 31st July 2022.	£18,500

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>	75%
<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>	60%
<p>What percentage of your current Year 6 cohort perform safe self-rescue in different water-based situations?</p>	Unknown
<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:		
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:	
			%	
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:		Evidence of impact: what do pupils now know and what can they now do? What has changed?:	Sustainability and suggested next steps:
Each child has access to consistent and high-level sports coaching, even during the lockdown periods of lockdown that we have experienced. All pupils to learn basic sports skills and movements alongside developing their understanding of head/heart side of sport and how these skills are transferable.	A school based sports coach teaches each class for a one hour session each week and will design a lesson and give a lesson plan to the class teacher to teach a second one hour session to their class every week (this ensures that the high quality of PE learning remains every when the coach isn't teaching the lesson). PE coach also leads 30 minutes of sporting activities during break times open for any children to join in (this means all children have an opportunity for quality sports provision every day).		£25,000 - Team Kick Start coaching Teacher feedback from lessons. Pupil progress and feedback. More confident swimmers (more achieving 25m), higher positioning in school gala. In survey of 24 children from years 1-6 they all participate in an average of over 30 minutes per day (some even doing as much as 5.25 hours of school offered sports per week) In survey of same pupil voice children, they all felt more engaged with sports, which are	Use coach to help train up our Year 6 leaders to encourage more sport at play and assists in the training of playtime staff to lead games successfully. Ensure continued employment of sports coach (Kick start) enabling delivery of after-school clubs. Re-start school's offer addition swimming. Continual reviewing of PE equipment to ensure it is of high quality.

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Those pupils who excel in, and enjoy, sport/physical education can foster their love and skills through access to a range of sports and opportunities.	New and additional PE resources to increase engagement with sport and ensure that all children can engage with multiple sports. A range of equipment from all sports means that all pupils have a chance to find a sport they can enjoy and excel in.		well resourced with new equipment.	
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:
Staff, parents and pupils to support the view that PE is an important subject which enhances health and improves social skills.	<p>Regular celebrations of sporting events. This is not limited to school-based achievements. Sporting achievements outside of school are celebrated within school based celebrations.</p> <p>Promotion of sports activities on school website/ social media. School PE records displayed.</p> <p>Training opportunities to be afforded to all staff alongside their weekly professional development through the coach.</p> <p>Profile lifted with staff/pupils</p>	<p>Team Kick start coaching (funding allocated to TKS counted in section 1)</p> <p>£1500 – Islington competition package</p>	<p>Staff more confident and enthusiastic about delivering PE.</p> <p>Children enthusiastic about PE and aiming to achieve high outcomes in sessions. PE coach has really promoted training for competitions and team spirit. Students are much more eager to train and improve.</p> <p>Staff planning well-structured and effective PE lessons.</p> <p>Increased participation within sport outside of lessons (school competitions, school clubs and</p>	<p>Continuation of successful projects.</p> <p>Continuation of school PE specialist coach.</p> <p>Ensure that teacher are getting the best possible CPD from PE coach through observations and communication.</p> <p>Continue to attend all possible inter-school competitions and start sport specific training for upcoming competitions.</p>

	through extra-curricular sports clubs/competitions (this includes a wide range of sport.		sports clubs outside of school)	
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:
<p>To use coaches and PE experts to support staff regularly in all aspects of PE.</p> <p>To implement a curriculum for PE which isn't based on specific sports but allows the child to grow every aspect of sports through different themes. This will allow teachers to be confident in teaching these aspects rather than having to coach specific 'sports' that they aren't confident in.</p>	<p>Employ a coach who works with each class teacher for at least one lesson per week to develop their confidence and up-skill them in every PE topic. These coaches will also provide staff meeting sessions, which will increase each member of staff's confidence in the broad PE curriculum.</p> <p>The company which we work with to supply high-quality PE/sports coaching has also consulted with us on our tailored PE curriculum which focuses on a 'theme' each term which will revolve around all aspects of the child ('head, heart, hands') rather than each topic being one specific sport (e.g. football, netball, cricket).</p>	<p>Team Kick start coaching and curriculum consultancy (funding allocated to TKS counted in section 1)</p>	<p>Better lesson delivery feedback from teachers, lesson observations.</p> <p>Feedback from teachers that their confidence in teaching PE is increasing and they now feel confident in using new resources to teach engaging lessons.</p> <p>Feedback from pupils say that they enjoy and feel like they progress in all PE sessions (including teacher lead lessons)</p>	<p>Continue to give constant development every week to staff in the form of joint PE lessons.</p> <p>Offer development to support staff in the form of support from the coach both in lessons and during break times.</p> <p>Offer CPD through internal and external train sessions.</p>
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:
<p>Capturing a wider audience with a wider range of sports and experiences within PE lessons. This will allow more children to access sport and find a sport that they enjoy and makes them confident.</p> <p>Opportunities for pupils to participate in a range of sports in a competition context (e.g. hockey, basketball, cross country etc.). This will give children a broad experience of different sports and something to aim for, which will inspire children to achieve greater things in sport.</p>	<p>A new curriculum, which focuses on aspects of sport, allows for a wider range of sports and activities that children can access within lessons. Lessons not being tied or linked to specific sports means that each topic/theme can introduce each child to 3/4 new sports (exponentially increasing the range of sports they have access to).</p> <p>Purchase of new equipment for a range of sport (e.g. ultimate Frisbee, handball, cricket, boccia)</p> <p>Islington competition package allows children to compete in a range of sports throughout the year.</p>	<p>Team Kick start coaching and curriculum consultancy (funding allocated to TK5 counted in section 1)</p> <p>Islington competition package (funding allocated in section 2)</p> <p>£400 – new sports equipment for the school</p> <p>£3000 – Swimming lessons/coaching</p>	<p>In survey of 24 children from years 1-6 they all are enjoying a wide range of sport. One child specifically said that it was nice to 'be able to try all sports here'.</p> <p>Participation in all sports clubs is up (all at maximum capacity) and there is a clear demand from pupils to take part in all competitions (this can be seen from the school's ability to field a competitive team in all sports).</p>	<p>All resources kept in shared area and teachers made aware of them.</p> <p>Continue to allow teachers freedom to teach multiple sports within one half-term topic to increase children's range of available sport.</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 ensure that all children have the opportunity to take part in structured activities outside of the curriculum (particularly in inter-school competition).	<p>Training in specific sports/games by specialist coach.</p> <p>After-school clubs offering a range of sports and sports-based games.</p> <p>Consistent participation in varied sports competitions through Islington's inter-schools competitions.</p>	<p>Team Kick start coaching and curriculum consultancy (funding allocated to TKS counted in section 1)</p> <p>Islington competition package (funding allocated in section 2)</p>	<p>A range of students participating in competitions. Prior Weston has entered every possible competition in 2020/21 and so far in 2021/22.</p> <p>Increased opportunities for competitive sport has led to Prior Weston's standing in Islington's inter-school sports leader board rising constantly.</p> <p>Greater confidence and willingness to take part in inter-school tournaments regardless of the outcome.</p> <p>Student working harder in PE sessions with a view to enter into school teams.</p>	<p>Ensure sports coach's continued employment.</p> <p>Continue to develop intra-school tournaments on site using school sports leader pupils to assist.</p> <p>Offer more opportunities to try out for sports teams.</p> <p>Offer A & B teams where possible.</p>