

# 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	£0
Total amount allocated for 2020/21	£16950
How much (if any) do you intend to carry over from this total fund into 2021/22?	£7044
Total amount allocated for 2021/22	£23643
Total amount of funding for 2021/22. To be spent and reported on by 31st July 2022.	£23477

## 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: August 2022	
<p><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</p>					
Intent	Implementation		Impact	Next Steps	
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?:	
Athletes in Motion for developing PE Curriculum Skills. These skills are shared with teachers in KS1. Children master basic movements, develop balance, agility and coordination as per National Curriculum for KS1 Children begin to apply these basic movements in a range of activities	KS1 have opportunity to develop basic movements, balance, agility and co-ordination as per NC for KS1. Each class 45mins per week on skills and strengthening . Teacher to observe and participate to build own skills. Another 45 minutes with the class teacher on different areas of the PE Curriculum; Gymnastics, Games, Skills based games.		£ 3000	<p>Consistency in high quality teaching and a developing teacher's subject knowledge and improving the skills of the children.</p> <p>Providing a rich, varied and inclusive PE curriculum promoting wellbeing and increasing agility of pupils against their own progress.</p> <p>Giving all pupils a range of opportunities to be physically active and understand how physical activity can help them to adopt a healthy, active lifestyle.</p> <p>Teachers have a greater idea of developing children's strength and physical fitness.</p>	
				<p>Children to continue to receive high quality lessons through Athletes in Motion. Follow-up sessions continued for teachers to teach skills they have learnt from Specialist teacher. Children to have two 45 PE sessions timetabled per week.</p> <p>Teachers to plan to utilise the skills learned in the session with PE Lead teacher and to develop these skills in to their planned sessions throughout the year.</p>	

To improve levels of physical activity gross and fine motor skills in the EYFS beyond timetabled PE slots	Purchase of equipment to encourage physical activity during playtimes and lunchtimes. (Monkey bars)	£ 3000 EYFS  £5000 KS1	Having equipment freely available during lunchtimes and break times provides children opportunity to self-select, build on what they have learnt and be fully engaged in physical activities during these times. Children really enjoy having a variety of equipment out. Consider other equipment that could be added to for maximum participation and enjoyment.  Equipment purchased for all classes to use at break times and lunchtimes for self selection.	Ensure that all teachers/TAs are making sure appropriate equipment available at these times. Consider other equipment that could be added to for maximum participation and enjoyment.  Children to help choose the equipment they would like to use at break times and lunchtimes to give them a greater sense of ownership.
Increased access to resources in EYFS area to increase the physical development particularly gross motor skills and coordination.	Purchase of large scale wheeled toys and resources to increase gross motor skills, problem solving and team work	£1500	Pupils are now able to access a greater variety of toys and resources to increase physical development on a regular basis throughout the day.  Planned greater emphasis on developing gross motor skills and coordination	Ensure the resources are utilised wherever possible and are replenished when needed.  Map areas of need in new cohort and to review equipment to ensure it matches needs.
Evaluation	Strengths		Next Steps	
Summer	<ul style="list-style-type: none"> <li>Active playtimes and lunchtimes have been embedded across whole school with accessible equipment</li> <li>Pupil questionnaire demonstrates school prioritises mental and physical health.</li> </ul>		<ul style="list-style-type: none"> <li>Continue to invest in playground equipment to encourage new experiences and physical activity.</li> </ul>	
<b>Key indicator 2: The profile of PESSPA being raised across the school as a tool for whole school improvement</b>				
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 increase pupil activity and participation through skip to be fit and playground resources for KS1	All classes to have playground resources for their classes to use at break time to encourage physical activity.	£ 1200	All children have a range of resources for their use at playtime and lunch time to encourage collaborative and active play.	The resources do tend to get lost, damaged etc throughout the year so a rolling programme of replacing will need to be factored in.  Re introduce and timetable skip fit in KS1. Measure progress and evaluate termly.
Evaluation	Strengths		Next Steps	
Summer	<ul style="list-style-type: none"> <li>PESSPA is more visible in school through: club advertisements, newsletter items. Wellbeing sessions on Fridays with an emphasis on physical activity this focuses on values alongside achievements.</li> <li>Wellbeing weeks focusing on the physical as well as the emotional and mental health</li> <li>Whole school and parent training on the “Art of Brilliance” and wellbeing .</li> <li>Skipfit was effective when it was implemented and all children participated and tried to beat their own PB.</li> </ul>		<ul style="list-style-type: none"> <li>Skipfit to be rejuvenated and equipment purchased to replace damaged resources. A relaunch across KS1.</li> <li>Continuation of wellbeing weeks and providing children and parents with resources to support health and wellbeing.</li> </ul>	

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

Intent	Implementation	Impact	Next Steps
Your school focus should be clear what you want the pupils to know	Make sure your actions to achieve are linked to your	Funding allocated:	Evidence of impact: what do pupils now know and what
			Sustainability and suggested next steps:

and be able to do and about what they need to learn and to consolidate through practice:	intentions:		can they now do? What has changed?:	
Skills and knowledge are shared with all teachers in KS1. To enable staff to confidently teach these areas without relying on expertise of a coach. Children master agility, coordination, movements and balance by following the Programmes of Study in the National Curriculum for KS1. Children begin to apply these basic movements in a range of activities. Children participate in team games with simple rules.	PE Specialist, Laurence Clark has been teaching sessions to each class on a Tuesday morning. He has supported class teachers with skills progression and development of control and coordination skill. Sports sessions were continued remotely via videos during lockdown periods and live for those children accessing our key worker provision.	£ See above for funding	Consistency in high quality teaching, developing teacher's subject knowledge and improving the skills of the children. Providing a rich, varied and inclusive PE curriculum and giving all pupils a range of opportunities to be physically active and understand how physical activity can help them to adopt a healthy, active lifestyle.	This year, as well as Laurence's PE sessions including teachers, another PE follow-up session has been timetabled within the same week using what they have learnt from previous sessions to teach the children. Children and teachers benefitting enormously from these sessions and teacher confidence in these areas much improved.
			Subject knowledge is improved and variety of provision is evident	More CPD opportunities in different areas of PE curriculum

Evaluation	Strengths	Next Steps
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Summer	<ul style="list-style-type: none"> <li>All teaching staff understand the PE progression of skills and have developed their knowledge further through the use of specialists</li> </ul>	<ul style="list-style-type: none"> <li>Development of assessment that focuses on the progress of each child and strength, coordination and agility.</li> <li>Further CPD opportunities to develop knowledge and skills of other PE areas of the curriculum.</li> </ul>
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**Key indicator 4: Broader experience of a range of sports and activities offered to all pupils**

Intent	Implementation	Impact	Next Steps
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	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:




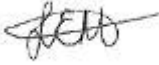
consolidate through practice:				
<p>Additional achievements:</p> <p>To improve the range of sporting activities available to all children through use of Premier Sport to support extra provision</p>	<p>A greater range of sports available for all children to access and collaborate through wellbeing sessions on Friday afternoons.</p>	£ 90	<p>Children are able to access more physical development activities as part of their physical, mental and emotional wellbeing across all year groups. This has a greater impact on collaboration between different year groups and teamwork in a wider sense. Different children access each week as a choice and this gives the children more ownership over their own wellbeing.</p> <p>More choice and opportunities to excel at specific sporting clubs across the year. PP children were targeted and clubs paid for utilising funding giving greater opportunities for all.</p>	<p>This is sustainable utilising the Sports Premium funding each week. Build in the children's views on what sporting activities are offered each half term to feed in to the planning aspect.</p> <p>Ensuring clubs offered are of the highest quality and range of sports.</p>
Evaluation	Strengths		Next Steps	
Summer	<ul style="list-style-type: none"> <li>Sports clubs have been on offer throughout the year across all year groups.</li> </ul>		<ul style="list-style-type: none"> <li>Greater diversity of sporting clubs on offer</li> </ul>	



**Key indicator 5: Increased participation in competitive sport**

Intent	Implementation		Impact	Next Steps
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:
Membership to HASSP (Haddenham Area School Sports partnership) for inter school competition	Membership still happened but due to COVID no inter school activity was able to take place.	£ 300	No impact due to COVID	Plans for rejuvenating HASSP activity as more outside activity can take place
Evaluation	Strengths		Next Steps	
Summer	<ul style="list-style-type: none"> <li>Due to COVID disruption the cycle of events did not happen as planned</li> </ul>		<ul style="list-style-type: none"> <li>Reintroduce and plan for inter sporting celebrations throughout the year.</li> </ul>	

Signed off by	
Head Teacher:	
Date:	July 2021

Subject Leader:	
Date:	July 2021
Governor:	Scott Smith
Date:	