

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](#).



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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	£17,780.00
How much (if any) do you intend to carry over from this total fund into 2021/22?	£0
Total amount allocated for 2021/22	£17,780.00
Total amount of funding for 2021/22. To be spent and reported on by 31st July 2022.	£

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 2021</p> <p>Please see note above</p>	33%
<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>	33%
<p>What percentage of your current Year 6 cohort perform safe self-rescue in different water-based situations?</p>	<p>%</p> <p>N/A Due to Covid restrictions which were in place when this class had</p>

	their swimming allocated time in Year 4 -this area was not covered before lockdown came into force.
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?	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: 2021-2022	Total fund allocated:	Date Updated:		
<p>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</p>			Percentage of total allocation: 82%	
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>High quality PE sessions delivered to Nursery and Foundation Stage on a weekly basis. LTP completed by PE coordinator with input from Foundation Stage Leader. All children from these classes to receive weekly quality first teaching which matches their curriculum and develops the essential skills required for going forward in the PE curriculum.</p> <p>High quality PE sessions offered to 5 classes in Key Stage 1 and 2 per half term and create CPD opportunities for all staff. Staff across school given the opportunity to improve their teaching and delivery of PE lessons.</p>	<p>Monitor sports coaches and provision who teach weekly sessions throughout Nursery and Foundation Stage. These will have a different focus each half term. Coaches to take after school clubs three times weekly.</p> <p>The focus of each classes PE sessions will change each half term in line with our PE curriculum. This is monitored by PE co-ordinator and regular feedback from staff is welcomed and actioned.</p> <p>Regular online contact and phone conversations with Laura Thackery from First Step Sports to evaluate</p>	£ 14,580	<p>From the second week of term, PE sessions began. Children were engaged and enjoying the sessions. Skill development from the early sessions was evident and this helped children to make progress throughout the year and link the skills they had been taught to other activities.</p> <p>Nursery and Foundation Stage receiving a full morning of PE across 4 sessions. Foundation Stage Leader was involved in the planning of the sessions.</p> <p>PE Coordinator involved in leading discussions in staff meetings regarding sports clubs, CPD opportunities and feedback</p>	<p>PE Coordinator to work with teachers across school on long term mapping and provision.</p> <p>PE Coordinator to work with teachers across school on CPD training and further opportunities.</p> <p>PE Coordinator to work on finding an assessment model that school can follow for PE in the next academic year.</p> <p>Children to be monitored and assessed each half term by Sports coaches / staff in school.</p>

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PE Coordinator to remain in contact with managers from First Step Sports termly to ensure their services to school are running smoothly and to a high standard. This will ensure all children across school are receiving quality first PE lessons.	the services they are providing.		of lessons and sports coaches.	
			Meeting held with Laura Thackeray from First Steps in June 2022 to run through long term provision mapping for 2022-2023	

Key indicator 2: The profile of PESSPA being raised across the school as a tool for whole school improvement

Percentage of total allocation:
0

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:
Ensure each class has a relevant and up to date PE display in their classroom which promotes the sports they have taken part in.	PE Coordinator to ensure each class has a relevant, up to date display with the correct vocabulary and promotion of physical activity.	£60	All classes have PE displays that are updated regularly and link to their current learning in lessons. Use of appropriate vocabulary is evident both on displays and in teaching.	To keep promoting PE in school in all classes and attempt to increase participation across school. Ensure display is regularly changed and updated.
A 'sports person of the half term' to be used to promote different sports and show that they are accessible to all genders and ethnicities.	Each class is given a poster to display each half term with a different sports person who represents a sport from 'outside the norm'		Children can speak about this and know it's purpose when they are asked about it in pupil voice interviews	PE lead to look at different sports people to continue with this theme for the next academic year.
Whole school sports day which included use of a variety of different skills and was accessible to all	Multi-Skills sports morning for all school years 1-6. (EYFS hold their sports morning in the unit but on		All children participated, with parents invited to watch. All children enjoyed and worked in	PE lead to continue to look at developing sports day for next year, offering a wider range of

children.	the same date as the rest of school.) A range of activities to be included so that children who are not naturally sporty can partake in the activities with their peers.		teams of mixed ages and abilities. Children enjoyed the morning and the competitiveness was brought in with small rewards for 1 st , 2 nd and 3 rd places. Small rewards were also offered for children who stood out for being a good sportsperson.	activities and competitive races.
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Key indicator 3: Increased confidence, knowledge and skills of all staff in teaching PE and sport				Percentage of total allocation: 0
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:
All teachers and HLTA's to receive CPD in school with the support of qualified sports coaches employed by the school. This will lead to increased confidence of teaching P.E and the improvement of the delivery of P.E lessons across school.	Ensure that all staff are making the most of the CPD being offered. P.E Coordinator to take staff questionnaires and monitor and observe lessons.		PE Coordinator to develop an understanding of how sports premium funding is allocated and how this can be spent effectively.	A review of sports premium funding with PE Coordinator, Head of School and School Business Manager before the end of the current academic year. More teaching staff/support staff to receive CPD over the next academic year. This will include staff and classes across both EYFS, Key Stage 1 and 2.
PE lead attended a level 4 PE and	Ideas presented in a staff meeting		PE lead to look at editing planning	

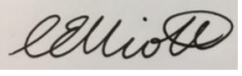
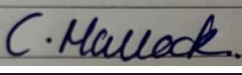
Wellbeing course which can be used throughout school in a variety of ways.	to bring this to the attention of other staff members and ideas of how this can be used in a staff meeting.		and linking in ways for wellbeing to included.	
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Key indicator 4: Broader experience of a range of sports and activities offered to all pupils Percentage of total allocation: 18%

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:
PE Coordinator to work with teachers across school and support them with long term mapping. This will ensure children are experiencing a wide range of activities.	Work with teachers to ensure long term mapping is being met and that the range of sports being offered throughout their school journey is wide and varied.		Children accessed a range of activities and covered a wide range of sports in their PE sessions and after school clubs	Aim to further increase the range of activities offered to children in PE lessons and after school clubs. – Aim to further increase the number of participants in school extra-curricular sport and the frequency of their attendance at differing clubs.
PE co-ordinator to look at resources that are available in school and ensure that the required equipment is available for units which are to be covered on the LTP.	PE equipment ordered and PE store cupboard easily accessible for all members of staff and external sports coaches.	£436		
Extra-curricular enrichment PE was provided in the spring and summer term for all year groups	This included new and different activities for the children to take part in such as fencing, curling and archery.	£2750		A more extensive scrutiny of long term PE mapping by PE coordinator to ensure all staff are aware of what activities are undertaken by each class.

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Key indicator 5: Increased participation in competitive sport				Percentage of total allocation:
				0
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:
Maintain participation in inter-school sports festivals and inter-school football and netball leagues. Inter-school football and netball leagues will involve more children from year groups 3 and 4.	Establish new Kettlethorpe netball and football leagues with agreement from sports leaders at all pyramid schools. Fixture list and rules agreed. Leagues established with all home and away fixtures taking place. Half termly PE Coordinator meetings taking place at agreed venue.	£ 0	A higher volume of children taking part in various sporting events from September 2019. Children from Year 3 and 4 involved in cross country, football, netball and athletics tournaments.	Continue working with Kettle Thorpe High School and pyramid schools to maintain and possibly increase the number of events for next year. Aim to increase the number of children with physical needs in inter-school festivals and matches.

Signed off by	
Head Teacher:	 C ELLIOTT
Date:	28/07/2022
Subject Leader:	 C MULLOCK
Date:	26/07/2022
Governor:	Darren Johnson
Date:	01/08/2022