

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 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	£1500
Total amount allocated for 2020/21	£19494
How much (if any) do you intend to carry over from this total fund into 2021/22?	£1500
Total amount allocated for 2021/22	£16794
Total amount of funding for 2021/22. To be spent and reported on by 31st July 2022.	£16794

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>Huby has its own swimming pool and the whole school swam three times a week during summer 2.</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>	<p>100%</p>
<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>	<p>100%</p>
<p>What percentage of your current Year 6 cohort perform safe self-rescue in different water-based situations?</p>	<p>100%</p>
<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>	<p>Yes/No</p>

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:		
<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:	
				%	
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?:	
Development of well-planned and resourced PE lessons	Equipment to be reviewed by MV regularly. School council to receive budget to encourage new activity.		£500	Fitness levels continue to improve.	
Active wet play times	Staff trained to teach swimming – coach employed as CPD for staff. Pool heated and maintained.		£8000	Engagement and participation in lunchtime clubs is high.	
Sports clubs during break times	Bikeability reintroduced summer 22.			School council involvement meant that there was a commitment to respecting and using the equipment correctly.	
All pupils swim three times a week from May – end of July				Children all swam 3 times a week. Following pandemic priority was water confidence and safety. Focus remains but have also introduced more stroke technique. Staff confidence in delivering swimming improves year on year. Assessments show good progress.	
Encourage walking, cycling and scooting to school as a way of increasing physical activity.				Continue with active break times.	
				Plan lunch time clubs in advance and monitor attendance of least active children to ensure engagement.	
				Continue with bikeability – ensure disadvantaged pupils have access to a bike. Introduce walking incentives and scooter training/club.	
				Consider swimming club after school in summer term for the weakest swimmers/disadvantaged pupils.	
				Percentage of total allocation:	

Key indicator 2: The profile of PESSPA being raised across the school as a tool for whole school improvement				%
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>Celebrations of physical activity – staff and pupils</p> <p>Develop school house system following introduction in previous year.</p> <p>Teachers and staff running sports clubs demonstrate a passion for sport.</p> <p>Fundraising sports activities.</p> <p>Cross curricular links</p> <p>School values demonstrated in PE and sport</p>	<p>Noiticeboards and newsletters celebrating sporting and physical success.</p> <p>School house system used for intraschool sports competitions</p> <p>Staff and puils involved in orgainising and running a variety of clubs during and after school</p> <p>Teachers lead by example with regard to physical activity.</p> <p>School vision and values are a central part of PE and sport</p>	£400	<p>House system used for intraschool sports</p> <p>Children now attending clubs not in bubbles</p> <p>Staff lead by example and took part in their own activities outside school</p> <p>Children took part in Race for Life</p> <p>All children can articulate values and understand how these are part of sport. Values stickers given out at sports day. Families were a part of sports day and attended other sports fixtures once more.</p>	Pupils to write match reports to add to the newsletter to celebrate physical activity.

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:

Improving progress and attainment by providing CPD for teaching staff and subject leader	Teachers to work alongside coaches when planning, assessing and teaching PE subject lead to attend subject leaders course and annual conference PE subject lead to provide updates throughout year in staff meetings	£1500	New subject lead started postponed Level 5/6 Leadership in P.E and School Sport	PE lead to continue to raise the profile of PE in school following the pandemic PE lead to receive support from HT in subject leadership
Renew Complete PE Curriculum	Subject leader write LTP to develop progression of skills PE subject lead to undertake lesson observations throughout the year to look at teaching, learning and assessment	£1460	LTP and progression of skills Supports teachers that are less confident to ensure that there is consistency in teaching	

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:
Develop broad range of extra-curricular clubs to develop and increase activity levels and fitness Have high quality equipment for use in lessons, playtimes and after school activities	Offer a broad range of extra-curricular activities: Forest Quest Dance Pop Lacrosse Rocket Ball Gymnastics Skipping Football	Dance £1200 Gymnastics £800 Skipping £300 Forest Quest £3000 Cycling £100	Pupil voice showed enjoyment and participation was high Following workshops engagement in clubs (eg skipping) increased Parent feedback was that Hubby quickly reintroduced sports clubs and activities. This has increased fitness but also the ability for	Plan more activities following the pandemic to engage all children in physically active sport Have a specific plan for disadvantaged children

	<p>Netball Cricket</p> <p>Listen to pupil voice</p> <p>Monitor participation and find out who the children are that are not regularly participating. Remove barriers for disadvantaged children</p>		<p>children to develop their teamwork skills (eg Forest Quest).</p> <p>Patchworks engaged and able to support clubs but picking up children later.</p> <p>SEND participation high</p>	
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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:
Continue to take part in competitive sport during Covid-19 Following Covid-19 restriction easing, reintroduce intra and inter school sports	Take part in cluster virtual competition Plan inter-house competition timetable on a half termly basis Record which children are involved in competitive sport Ensure all children have the opportunity to represent the school	£1000	A 'normal' sports day with parents took place. All Y5 and 6 took part in sports fixtures against other local schools: netball, cricket, athletics, rounders and football. Y5 and 6 went to Sutton to play sports on Thursday afternoon during the summer term.	Continue with inter school sports – reintroduce for younger age groups. Plan how this can happen and is managed between schools. Work collaboratively with Sutton to plan regular sports events Programme of competition for 2023.

Signed off by	
Head Teacher:	Jane Cunningham
Date:	July 2022
Subject Leader:	Matt Vincent
Date:	July 2022
Governor:	FGB
Date:	July 2022