

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 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	/
Total amount allocated for 2020/21	£21,800
How much (if any) do you intend to carry over from this total fund into 2021/22?	£11,689
Total amount allocated for 2021/22	£22,460
Total amount of funding for 2021/22. To be spent and reported on by 31st July 2022.	£34,149

Swimming Data

Please report on your Swimming Data below.

Meeting national curriculum requirements for swimming and water safety. 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. 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	
What percentage of your current Year 6 cohort swim competently, confidently and proficiently over a distance of at least 25 metres? 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. Please see note above	19%
What percentage of your current Year 6 cohort use a range of strokes effectively [for example, front crawl, backstroke and breaststroke]? Please see note above	15%
What percentage of your current Year 6 cohort perform safe self-rescue in different water-based situations?	7%

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?

This was planned but due to lockdown it did not take place. This is something which has been planned for in the academic year 2021-2022.

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:21,900		Date Updated: 18/7/21	
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: 12.8
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 deliver high quality lessons in a safe way.	New equipment purchased to fit in with Covid secure guidelines.		£886	Twenty classes across the school engaged with the new sports in both games and P.E lessons. - Lawn Bowls, Golf, Frisbee and Soft Archery.	Identify talented children to represent their houses and school team. Also identify local clubs for children to access.
To deliver extra – curricular sports in a safe and effective way.	New opportunities for children to participate in dance and martial arts.		£1900	51 children attended lunchtime dance clubs. 4 classes participated in martial arts lessons.	Create stronger club links with the local dance group and local karate club. Identify talented children to be encouraged to attend.
To deliver home learning sports and physical activities during school closures.	New ways of learning were introduced to the children. For example, using a book/ frying pan to practise bat taps (cricket).		£0	All classes submitted daily P.E work. The teachers gave feedback to all children so that their work was valued and that they knew their next steps. All children were given the opportunity to be active whilst learning from home – fitter healthier students.	P.E challenges to be used to promote keeping fit and well throughout the next academic year. These will take place once per week. This will enable families to stay fit and well together.

Key indicator 2: The profile of PESSPA being raised across the school as a tool for whole school improvement				Percentage of total allocation: 1 %
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 with the daily running / exercise as part of break times. A fully inclusive sports day x2 (y3 and y4) and then (y5 and y6).	To promote a fitter healthier child. Healthy body – healthy mind. To ensure that all children can access the sports on offer.	£0 £100	All children participated in a variety of exercises for 5 min x 5 days per week. Children are active for longer periods. Children are able to give examples of how they can stay active. All twenty classes participated in ten events. Children were active for two and a half hours. Sports leaders demonstrated each event to the twenty classes via video link. The profile of the sports leader was raised. The school’s active education consultant verified that the sports morning was a success.	Continue with the daily exercise and reinforce the importance of staying fit and active through displays and assemblies. Have local sports clubs deliver assemblies about the opportunities within the town. Signpost children to both school and external clubs.

<p>Create a sports newsletter which highlights the school clubs and also clubs within the town.</p>	<p>To make all families aware of the sports on offer to their children.</p>	<p>£0</p>	<p>All of the school is aware of where to go in terms of playing sport within the town. Contact details of clubs and associations are given to families thus reinforcing the school – club link.</p>	<p>Invite more local clubs and associations into school so that more of our children stay active outside of school hours.</p>
<p>Half -termly Inter – House competitions accessible to all.</p>	<p>The competitions raise the profile of teamwork and allow all children across the school to earn points for their team.</p>	<p>£0</p>	<p>Twenty classes participated in competition once per half term. The profile of competition was raised; a trophy was awarded to the winning house each half term. Improved team work was evident within all classes.</p>	<p>To continue to provide the whole school with accessible competitions. Encourage children to participate in competitions / tournaments / races outside of school. For example, junior Parkrun.</p>
<p>Half termly awards for ‘athletes’ who have performed to a high standard. Each class has one student selected to receive an award. This award can be given for perseverance, level of performance or any other pertinent reason.</p>	<p>The importance of always giving your best in each and every PE / Games lesson is reinforced.</p>	<p>£0</p>	<p>The profile of PE / games was raised. Students feel very proud and look forward to the half termly celebration of all things sport.</p>	<p>To continue to celebrate excellence within sport.</p>
<p>To provide training for sports leaders.</p>	<p>The importance of leading sporting activities is understood by selected children.</p>	<p>£0 (part of the support package provided by Active Luton)</p>	<p>13 sports leaders received four hours of specialist training from the active education consultant. The leadership skills of all children improved.</p>	<p>Plan further training for different groups of children in the next academic year. If possible, allow children to work outside of their bubbles whilst practising all that they had learnt in theory sessions.</p>

Key indicator 3: Increased confidence, knowledge and skills of all staff in teaching PE and sport				Percentage of total allocation:
				19.8%
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 support the staff team - ensuring that the teaching of Physical education is high quality.	Buy into the Active Luton package which allows a sports teaching expert to visit our school on a regular basis. They will visit the school's PE department and work alongside identified teachers to improve their knowledge and understanding of how to deliver PE and games lessons.	£4,325.	All teachers who were supported have been able to demonstrate an increased knowledge of P.E and games. All teachers are more confident in delivering PE and games. Children are receiving better quality teaching	More staff to be involved in extra-curricular sports and activities- this will then give more opportunities to the school population.
To support staff to ensure that the quality of PE and games lessons was consistently good.	Meet with staff teams on a regular basis. This is either on a 1:1 basis or as a small team. This will then ensure that individuals understand how to deliver the planning. This also helps with how and where to stand / how to step in with teaching points and how to ensure that the children are all engaged and having fun whilst learning.	£0	All teachers have demonstrated an increased knowledge of planning and delivery within PE and Games. Learning walks have demonstrated teachers using a variety of strategies and resources within lessons.	To continue to meet with staff on an individual or small team basis.

Key indicator 4: Broader experience of a range of sports and activities offered to all pupils				Percentage of total allocation: 12.6%
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 deliver a range of experiences to the whole school across National School Sports week and additional lessons.	All of the school are given the chance to participate in a range of sporting activities within national school sports week. Children participated in activities which included: climbing, fencing and martial arts.	£2,250	6 new sports were introduced to the whole school. All twenty classes were active for additional time during the school week. Children were signposted to clubs for the 'new' sports e.g. Karate and Dance.	Promote further school club links. Plan for further enrichment days.
To ensure PE lessons and clubs can take place all year round.	Children can access the Fitter Futures programme from home, this was very useful during the period of lockdown. This programme can also be used for mindfulness and yoga as well as class-based circuit activities.	£500	All children were able to access additional sporting activities throughout lockdown, for example, yoga and circuit training. A wider variety of home learning activities is now easily accessible to all pupils across the school.	To continue to use the programme. To promote more usage of the programme at home with the whole family.
To ensure that a wide range of sports are on offer within the William Austin PE curriculum	All children are given the opportunity to learn new sports. New skills and new rules are learnt which then create more opportunities for all.	£0	Pupils are now able to transfer learning from football, netball and other invasion sports into frisbee. Hand eye coordination in tennis and cricket has been transferred into frisbee too. Children are now able to make more links between different sports. Bowls, Frisbee and golf were	To build on the learning which has taken place in the new sports. To introduce clubs for the new sports and source further school – club links for these sports too.

			the three new sports offered to our children this academic year.	
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Key indicator 5: Increased participation in competitive sport				Percentage of total allocation:
				1%
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 deliver a programme of intra-school competitions.	To ensure that the children participate in an intra school competition once per half term.	£0	All twenty classes participated in the intra-school competitions. Improved teamwork was evident as a result of house teams working together to earn points.	Involve the sports leaders in designing and running the competition next year. The sports leaders will also be able to run further competitions and tournaments during break and lunchtimes.
To carry out and inspection of current PE equipment.	To ensure that the equipment is safe and ready to be used by all.	£150	The feet of benches and part of the horse was replaced and repaired. All children have access to safe indoor P.E apparatus.	To create more opportunities within lessons and extra-curricular.

Signed off by	
Head Teacher:	<i>J. Adam</i>
Date:	1.9.21
Subject Leader:	P. Osborne
Date:	18.7.21
Governor:	

Date:	
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