

# 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](#).



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## Details with regard to funding

Please complete the table below.

Total amount carried over from 2019/20	£2000
Total amount allocated for 2020/21	£17700
How much (if any) do you intend to carry over from this total fund into 2021/22?	£77
Total amount allocated for 2021/22	£17,770
Total amount of funding for 2021/22. To be spent and reported on by 31st July 2022.	£17,770

## 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. <b>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</b>	
What percentage of your current Year 6 cohort swim competently, confidently and proficiently over a distance of at least 25 metres? <b>N.B.</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	74%
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	68%
<b>What percentage of your current Year 6 cohort perform safe self-rescue in different water-based situations?</b>	94%

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: 2021-22		Total fund allocated:		Date Updated: May 2022	
<b>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</b>					Percentage of total allocation: 19%      £3254.24
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?:	
Audit if PE resources to mirror up to LTP and progression map across key stages. Ensure enough equipment available for each child, range of equipment to offer a broad curriculum. Offer more opportunities at lunchtimes and break times for children to engage in physical activity	Liaising with sports coach equipment required – looking into up -coming events and competitions e.g. howlers for athletics, Sports-hall Athletics Soft rugby balls Foam balls – KS1 required full set Table tennis cover and set Parallel bars Netball pole padding Basketball goal net Ankle ball bag Foam balls Scoops Inflator Skipping ropes – sports day and PE lessons full class set		Sports Equipment £1856.24  £186 committed  £1042 committed  £67	Through pupil questionnaires it was identifies that pupils required a wider range of equipment at lunchtimes to work alongside the Trim Trail and Running track (previously brought through Sports Premium) Due to this the pupils can now take part in table tennis, basketball, football, rugby etc during lunchtimes. This has led to more participation of physical activity, improved behaviour in UPKS2 due to less playing football and greater engagement. Pupils also able to continue the skills learnt during lessons such as tag rugby – throwing and catching.	
				Repeat audit Pentecost 2 – to ensure equipment mirrors up to LTP for 2022-23 academic year – replenish any equipment – look at Intention to compete of events and competitions for next academic year. Health and safety for equipment – to maintain for next year.	

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:
<p>Progression map rolled out across all year groups matching up to the LTP identifying key outcomes required in each unit to ensure a broad curriculum is delivered.</p> <p>Look into gymnastics scheme of work</p>	<p>Progression map for teachers to familiarise themselves to use within the academic term 2022-23 Learning objectives part of the assessment for learning for each unit – so teachers can ensure LOB's are met and tasks can be adapted as long as still covering the LOB's</p> <p>Part of the Inspire day – KJ spoke to different providers for Gymnastics for wither CPD – class delivery or after school activities</p>	<p>£ free</p> <p>Part of SSPAN membership</p>	<p>Teachers completing assessments after each unit – identifying pupils as ARE or above. Using this information alongside sports coach for assessment writing.</p> <p>Through learning walks teachers give instant feedback but still a work in progress to develop how best to feedback to pupils overall.</p> <p>Pupils during questionnaires said they would like more indication of their ability in PE similar to colour system used elsewhere in school.</p> <p>Pupils would like more variety in Gymnastics club – use of badges and awards – beginners and experienced activities – specialised coaches required</p>	<p>Continue to develop assessment within PE and use of sports coach.</p> <p>Liaise at network meeting assessment procedures</p> <p>Attendance of Inspire day – workshops on Assessment within PE – OFSTED Deep dive – ideas for next year on incorporating assessment alongside the progression map</p> <p>Gymnastics as part of the action plan for next year</p> <p>Interactive scheme of work</p> <p>Specialised coaching</p> <p>Awards</p>

Key indicator 3: Increased confidence, knowledge and skills of all staff in teaching PE and sport				Percentage of total allocation:
				3%    £500
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:
Use of outside coaches to offer specialised sports coaching  Online CPD offered for tennis to gain resources  CPD from sports coach and teachers from St Paul's  CPD for swimming SEND pupils through SSPAN (offered but not available in the end) KJ to look into further opportunities  Mini Whispa and Sparx programme for identified pupils in ks1 and ks2  CPD course KW planned in for next year 22-23 Level 5 PE course	Working with Leicester Tigers tag rugby coaches coming to work with year 4 and year 5.  Teachers and TA to become more confident in the delivery of this area.  Through SSPAN a block of 9 weeks working with identified pupils in KS1 who may require support with FUNdamental movement, team work, confidence in PE, self-esteem – aimed as a health and wellbeing course  To upskill KW in PE to assist KJ	£ Free  £90  £50  £500 (pending)	Pupils engaged in the activity and developed skills in invasion games across the 5 weeks. They looked at different types of passing and movement skills. Due to our involvement with the course year 4's took part in a Tag-Rugby Festival and won. They were also asked to take part in a special Q and A session with Leicester Tigers players at the Oval. This has really boosted the profile of the sport within the school.  Staff to attend the course with the pupils to look at how to set up activities to add to engagement and to continue these courses in school – use the booklets - Run as clubs - Or in school time for identified pupils	Continue to develop links with Leicester Tigers – Coaches and ask for someone to come in and deliver an assembly  Take part in the Tag Rugby festival  Reuse the booklets from Sparx and Whispa to use with different children across the school Sparx to go towards Eco award making healthy choices – learning about healthy eating and lifestyle. Pupils taking part in the Mini Whispa programme become more engaged in PE lessons, enjoyed picking their own activity areas – were more vocal in sessions and have brought this to their PE lessons. All enjoyed the sessions and say they enjoy PE

Key indicator 4: Broader experience of a range of sports and activities offered to all pupils				Percentage of total allocation:
				57% £10,065
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>Additional achievements: Chris will work alongside the Teachers following a long term plan to ensure all areas of the curriculum are covered. Liaise with PE Coordinator to feedback on ability etc. Works alongside other schools and attends LRS events.</p> <p>Incorporate use of levels in PE feedback to pupils and PE Co-ordinator and teachers for use of assessments and report writing.</p> <p>3 Swimming instructors – allows greater differentiation within lessons (key focus due to lack of swimming during Covid)</p> <p>Health and safety padding and playground inspection – aid lunchtime supervisors with range of activities on offer to increase participation and physical activity</p>	<p>To have Chris to deliver PE lessons alongside the progression map across all key stages. To use his specialisms and tailor the LTP accordingly Chris to use the assessment from learning outcomes within the units to ensure it matches up with the whole school and feedback accordingly.</p> <p>Swimming to be taught with 1 teacher from SJF (fully qualified instructor) and use of two other instructors allowing 3 clearly differentiated groups. Main focus to increase confidence of non-swimmers of which there is an increase due to Covid.</p>	<p>£6060 £280 up to July Sports Coaching Swimming tuition Transport to swimming pool Transport £1575 to events KS1 Play area fencing £350 £1800</p>	<p>Teachers and staff have been able to observe Chris’s lessons and upskill their own practice. Allows liaison between different schools to look at best practice as can discuss ideas and delivery. Chris took back our PE assessment and progression map to support STM PE lead. Allows pupils to be taught a broad and balanced curriculum with specialisms such as; football, athletics, (which has helped SJF to achieve huge sporting successes this year in year5/6 girls and boys football Yr5/6 pupils have access to after school football training allowing them ongoing support and technique building. Pupils have benefited from a skilled coach with up to date knowledge and training in all aspects of PE. When asked the children who attended the football sessions said it boasted their confidence and knowledge of how to become a</p>	<p>Swimming gala entry June 22 – Assess swimmers ks2 across the Sports Premium requirements Use an assessment to identify pupil stages and progress made this year. Look at using Sports Premium for certificates and badges Pupils would like to play in competitive games against other schools within the area in their own league – to allow for more games throughout the year. Looking into this with netball across SJF, STM and CTK 2022-23 Intent to compete form submitted for SSPAN competitions and St Paul’s links – specialised coaching in school</p>



		<p>playground inspection of equipment</p>	<p>more skilled player. They would all like to play in competitive games against other schools.</p> <p>Swimming -pupils so far who have moved up from beginners group to intermediate or advanced – Year3 and 4 9 pupils moved groups Year 5 and 6 8 pupils moved groups</p>	<p>Deliver and implement scheme of work for swimming assessing pupils against revised levels for 22-23</p>
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Key indicator 5: Increased participation in competitive sport				Percentage of total allocation:
				21% £3753.14
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>Renew membership with SSPAN (School Sports Partnership and Network)</p> <p>Access to a range of sporting activities across all year groups</p> <p>Activities split into Excel league and competition, inspire, develop, disability-inclusion events – allow pupils to be selected for certain events to ensure inclusion, participation and engagement.</p>	<p>Subscription to SSPAN membership</p> <p>Subscription to Leicester and District primary Sch Football</p> <p>St Pauls’ specialised coaching and competitions</p> <p>Transport to events</p> <p>Refreshments at events</p> <p>Overtime of staffing TA for sporting competition</p> <p>BR</p> <p>Sports medals</p>	<p>£1,550</p> <p>£656.05</p> <p>£ 1185</p> <p>£34.50</p> <p>£132.44</p> <p>£138</p> <p>£57.15 X31</p>	<p>As a result of our membership with</p> <p>All classes took Part in a sports festival throughout the year – year 3 won their event</p> <p>Goals competitions year1 -6</p> <p>Reception received balance bikes</p> <p>Year 6 Bike ability – allowing pupils to become more confident on the road to use bikes rather than drive to school</p> <p>Year 5 and 6 entered The Sports hall Athletics and won their event for East Leicestershire – then won the whole event for Leicestershire</p> <p>Year 5 and 6 girls and boys have achieved great results in their football leagues – girls in the semi-final and boys won their final</p> <p>Cross Country successes: November – 21 pupils finished in the top 30 15 of which top 10 12 top 5</p>	<p>Membership is sustainable – will renew for 22-23 as allows pupils a wide range of activity opportunities to ensure a broad and balanced curriculum</p> <p>Develops good links to St Paul’s – allows coaches to come in and work with pupils on skills and expectations for secondary school KS3 – helps with transition</p> <p>Intent to compete form submitted for SSPAN and St Paul’s for 22-23</p> <p>School Games form submitted for 21-22 to achieve Gold All works to achieving gold then platinum in award.</p> <p>CPD for teachers and TA’s who work with pupils in lessons and clubs.</p> <p>Staff questionnaire to be sent</p>

		<p>February 2022 Victoria Park 17 ks2          – finished top 30          Of which 13 finished top 10          9 top 5          East Leicester – 3 in the top 5</p> <p>Aim is that pupils who compete outside of school PE lessons n School Competitions have developed an understanding in fair play, leadership, sportsmanship, teamwork, playing to the letter of the game, social, communication. Pupils who play against other children of the same age, can then make comparisons of their own ability and strive to improve. Gives opportunities for CPD courses at reduced rates. All going towards School Games Mark Award Awarded Gold 2019/20 still because of covid 19 first year it has recommenced.</p> <p>Good uptake of sports clubs – gymnastics, athletics, dance and football.</p>	<p>out about CPD opportunities online or in person</p> <p>Liaise and respond to external providers about Scooters          Gymnastics (LTA)          Scheme of work to accompany lessons – Complete Gym</p> <p>Super Star Sport</p>
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Signed off by	
Head Teacher:	
Date:	

Subject Leader:	K Jones
Date:	28.06.22
Governor:	
Date:	