

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](https://www.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](#).

Created by:  **association for
Physical
Education**  **Active
Partnerships**
Engaging Communities, Transforming Lives  **YOUTH
SPORT
TRUST**

Supported by:  **SPORT
ENGLAND**
LOTTERY FUNDED

Details with regard to funding

Please complete the table below.

| | |
|---|------------|
| Total amount carried over from 2019/20 | £6,826.50 |
| Total amount allocated for 2020/21 | £19,100.00 |
| How much (if any) do you intend to carry over from this total fund into 2021/22? | £8,575.56 |
| Total amount allocated for 2021/22 | £18,990.00 |
| Total amount of funding for 2021/22. To be spent and reported on by 31st July 2022. | £27,565.56 |

Swimming Data

Please report on your Swimming Data below.

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| <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>Swimming pools in Leicester opened in September 2021. There was no school swimming in 20/21. Swimming programme has started for 21/22. Data to be updated after each term.</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>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>What percentage of your current Year 6 cohort perform safe self-rescue in different water-based situations?</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> | Yes/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: 2020/21 | | Total fund allocated: | Date Updated: | |
|--|--|-----------------------|---|--|
| 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: 21% |
| 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: |
| Students to be more active during the school day. | Launch the marathon kids programme to get students more active in PE lessons and during break/lunch times. | £550 | Students understand the importance of getting active. 100% of students achieved the first step in marathon kids. | Continue the programme next year. Plans are in place to build a 'Daily mile running track'. Next steps – rewards for students with that have made the most progress. |
| Extra-curricular clubs is a big way in which as a school we are able to provide children with additional opportunities to take part in physical activity. With covid restrictions in mind, we will continue to work hard to ensure pupils have access to these opportunities as and when possible. | Use staff specialities as well as external coaches to ensure that each Key Stage Phase has access to a club which appeals to the children. Use pupil voice in order to ensure that clubs offered at targeted towards pupils enjoyment. | £1000 | Pupils have become more actively engaged in extra-curricular sports and a wider range of children will access this provision. 7 after school clubs running in term 5 and 6 (350 children) | Continue with clubs that are getting high levels of attendance (football, basketball and judo). Increase the number of primary staff delivering after school clubs. Get external coaches to lead dance and gymnastics clubs. |
| Basketball nets – increase levels of activity at break and lunch times – improve PE lessons and increase after school clubs | Purchase basketball hoops for the playground for students to use at break/lunch times. | £2000 | Feedback from student survey on break/lunch times showed that they wanted basketball nets. | Students to use at break and lunch times. Continue the Y5/6 basketball club with coach T. |

| Key indicator 2: The profile of PESSPA being raised across the school as a tool for whole school improvement | | | | Percentage of total allocation: 9% |
|---|---|--------------------|--|---|
| 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: |
| Target Band A/B PP students for Breakfast clubs. This will have a positive impact on their behaviour and wellbeing. A club would look at providing both opportunities for physical activity before school but also a focus on wellbeing as well as providing a nutritious breakfast for pupils that attend. | Identify children who might benefit from this type of club and contact them initially to get involved. From previous experience this can sometimes prove difficult with sibling drop offs and so would need to be flexible. Finding fitness to provide cover for this on one day and potentially a member of TGSA staff on another day. | £500 | Additional pupils accessing a wider variety of PESSPA and accessing opportunities to improve wellbeing. (Term 1 – 20 students – on-hold in term 2 due to Covid – plan to re-start in term 3) | Continue this next year and direct these students to after school clubs to continue their sporting journey. |
| Attendance intervention was an area which we began last year, by having a targeted club on a Friday for those pupils who had poor attendance in Year 3 and 4 and working towards improving attendance by inviting them to 'Sports Club' on a Friday during lesson time. | Work with the data to ensure that the correct children are being targeted- perhaps in all key stage phases. Understand the children's particular interests and what they enjoy doing in order to make it even more appealing for them to get into school so that they are able to attend. This will be run by finding | £500 | Improved attendance for those participating in the targeted club (all students attendance improved for half term and 2) – on-hold due to COVID | Continue this next year when ELWI returns. |

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| Raise the profile of school sports teams so that children aspire to be in the teams and younger years can look up to UKS2 as something that they would like to achieve and inspire them to participate more in PESSPA. | <p>fitness/TGSA dependant on availability. Staffing for this needs to be consistent.</p> <p>Celebrate the successes of school sports teams within the school and also individual pupil's achievements within sport both within and outside of school.</p> <p>Purchase new kit for sports teams so that they can be proud of the teams that they play for. Also look into TGSA signage for fixtures and also waterproof coats for pupils so that they can feel part of a team.</p> | £750 | <p>Pupils feeling proud of their achievements and being able to showcase their successes within school. We have created an environment where sports achievements are celebrated and positive role models are acknowledged.</p> <p>Pupils being proud to be part of the school teams and others aspiring to participate for the school.</p> | <p>Look after the new kits and ensure they remain in excellent condition. Next steps – Sports teams display board with pictures of all the teams and results and player of the tournament announcements in newsletter and assemblies.</p> |
|--|---|------|--|---|

| Key indicator 3: Increased confidence, knowledge and skills of all staff in teaching PE and sport | | | | Percentage of total allocation: |
|---|--|--------------------|--|--|
| | | | | 0.003 % |
| 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: |

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| Staff resources to further develop the knowledge of 'Forest School' staff. | After the initial training, staff require additional resources so that they can continue developing and improving their practice. | £50 | Staff feel more secure in their knowledge and more confident to deliver specific skills. | Resources available to go back over at any point and can be used to give specific training to additional staff where necessary. |
|--|---|-----|--|---|

Key indicator 4: Broader experience of a range of sports and activities offered to all pupils

Percentage of total allocation:

20%

| 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: |
| Additional achievements: As a school, outdoor adventurous education is an area in which we feel that children can benefit from immensely. Not only physically developing new skills and sparking new interests but also with a big focus on improving the mental health of our pupils. Being in an outdoor environment and achieving new skills is at the forefront of this new venture for the school and something which most children will have access to throughout the year. | Additional equipment (waterproof trousers/jackets, canopy, hammocks and slack line) in order to further the provision available for children and the different activities that they will be able to participate in. Install composting toilet so that groups are able to access the provision for longer periods of time. Maintenance costs for the first year. | £210 £1200 £1000 | All pupils having access to a wider variety of activities and most students throughout the year accessing a new activity. | Maintaining the facilities available and using them for external schools/teams to help with maintenance costs each year. |
| Boxing is something that we ran as part of a behaviour intervention last year and many pupils really enjoyed | Purchase boxing equipment and ensure that staff are upskilled in providing session on | £300 | Pupils actively engaging in a new element in the curriculum and participation at extra-curricular | Forest schools programme used for more students in 21/22. Continue this project next year as it is very effective with challenging Y5/6 students. |

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| <p>participating in it. We aim to introduce boxing/boxercise as a sport to participate in both within curriculum time and also small scale extra-curriculum provision.</p> | <p>boxercise/boxfit.</p> | | <p>club is high.</p> <p>Feedback from mentors shows that it is an effective strategy for pupils with anger management issues.</p> | <p>Next steps – set up a boxercise after school club to increase participation of band A/B PP students.</p> |
| <p>Broader and better curriculum for our students. The curriculum at present is lacking in net and wall games as a result of lack of equipment and space. By investing in additional equipment and in getting better storage into the space available it will be possible to add some net and wall games into the curriculum.</p> | <p>Purchase badminton net, posts and other additional equipment which can be used for badminton but also the nets and posts can be used for tennis.</p> | £660 | <p>Pupils actively engaging in new aspects of the curriculum and having the confidence to try new sports.</p> | <p>Keep more net/racket sports on the curriculum next year. Next steps – set up a badminton after school club.</p> |
| <p>To improve the students PE experience in lessons and after school clubs by investing in Judo equipment.</p> | <p>Purchase Judo suits for students to use in PE lessons and after school clubs</p> | £450 | <p>Increased numbers of students doing after school Judo club (40 students in term 3).</p> | <p>Add Judo to the curriculum in 2021-22 it has been very successful in previous years (stopped due to Covid).</p> |

| Key indicator 5: Increased participation in competitive sport | | | | Percentage of total allocation: |
|--|--|--------------------|---|---|
| | | | | 7% |
| 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 use the SSPAN network in order to enter regular competitions. Focus this year to be on entering a series of different competitions to allow for children to have access to a greater range of competitive sport. | Sign up to have access to the SSPAN network. Have a look at entering the virtual competitions until in-person competitions resume. Take advantage of all of the additional support and opportunities that the SSPAN network have to offer. | £1320 | A number of different competitions entered over the course of the year with a variety of different children having access to them such as football, netball, athletics and indoor athletics competitions. | Continue to prioritise competitions that include a variety of different children's interest. Next steps – increase the number of sports teams entering competitions. |

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| Signed off by | |
| Head Teacher: | |
| Date: | |
| Subject Leader: | Michael Oldershaw |
| Date: | 08/10/21 |
| Governor: | |
| Date: | |