

# 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	£3000
Total amount allocated for 2020/21	£0
How much (if any) do you intend to carry over from this total fund into 2021/22?	£0
Total amount allocated for 2021/22	£7000
Total amount of funding for 2021/22. To be spent and reported on by 31st July 2022.	£7000

## Swimming Data

Please report on your Swimming Data below.

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	100%
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	100%
<b>What percentage of your current Year 6 cohort perform safe self-rescue in different water-based situations?</b>	0%
Schools can choose to use the Primary PE and sport premium to provide additional provision for swimming but this must be for activity <b>over and above</b> the national curriculum requirements. Have you used it in this way?	Yes



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:
Positive engagement by all in P.E sessions	Reward system to be consistently applied through P.E sessions	£500	Improved level of engagement with P.E. sessions and decrease in significant behavioural incidents.	Updating of reward system regularly
Decrease the number of pupils missing P.E. lessons	Spare P.E kit bought, including trainers	£500	In-school kits have encouraged some pupils to engage more consistently.	Pupils return kit once used
Curriculum content including learning around healthy lifestyles and benefits of healthy lifestyles	Curriculum planned and reviewed to include these topics within the PSHE offer	£0	Planning scrutiny and assessment data records evidence and progress of this intent	Ongoing monitoring of curriculum
Sport display board in central hall of school, sharing staff and pupil experiences and interests in sport.	Staff and pupils encouraged to discuss personal sporting experiences and celebrate success.	£50	Pupils actively engaging with display and taking pride in school	Regular update of display board with new information or new staff/pupils joining Alderwood

<b>Key indicator 3: Increased confidence, knowledge and skills of all staff in teaching PE and sport</b>				Percentage of total allocation:
				%
<b>Intent</b>	<b>Implementation</b>	<b>Impact</b>	<b>0%</b>	
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:

In order to improve progress and achievement of all pupils focus is on up-skilling the staff and utilizing past skills and hobbies.  Team teaching opportunities to improve knowledge and confidence to support children	Staff actively encouraged to get involved in games and support third party providers during P.E. sessions.	£0	Most staff able to confidently support PE sessions and help pupils with gross motor skill development.  Pupils who previously found PE sessions difficult have begun to engage more consistently.	Must be ongoing approach to ensure all pupils remain positive and engaged.
<b>Key indicator 4: Broader experience of a range of sports and activities offered to all pupils</b>				Percentage of total allocation: %
<b>Intent</b>	<b>Implementation</b>		<b>Impact</b>	<b>70.7%</b>
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:
Hire of Fore Street Pool for all pupils weekly swimming session to support children to develop their swimming skills	Focus of sessions must remain flexible and responsive to the ever-changing cohort in the PRU.	£4,950	Improved level of engagement with Swimming sessions and decrease in significant behavioural incidents.  Swim England – Learn to Swim Framework Stages 1-7 model used to monitor and track progress	Continuation of using the Learn to Swim Framework Stages 1-7 model.

Key indicator 5: Increased participation in competitive sport				Percentage of total allocation:
				%
Intent	Implementation		Impact	0%
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:
Discussions with families to encourage registration and engagement with additional sporting opportunities.	Regular discussions with coaches and onward recommendations for activities to keep children active competitively in the community.  Pastoral leads and Heads of school to facilitate ongoing discussions with families as required.	£0	Examination of further support that can be put in place for families to access sporting activities outside of school.	Examine other sources of additional funding to support families.

Signed off by	
Head Teacher:	<i>J. Baker</i>
Date:	15.07.2022