

# 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	£0
Total amount allocated for 2020/21	£20,480
How much (if any) do you intend to carry over from this total fund into 2021/22?	£0
Total amount allocated for 2021/22	£20,720
Total amount of funding for 2021/22. To be spent and reported on by 31st July 2022.	£20,720

## 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><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></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><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.</p> <p>Please see note above</p>	<p>N/A</p> <p>Unfortunately, due to Covid this cohort's data is inconclusive.</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>	N/A
<p><b>What percentage of your current Year 6 cohort perform safe self-rescue in different water-based situations?</b></p>	N/A
<p>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?</p>	<p>Yes</p> <p>Year 2, 4 and 5 swimming lessons.</p>

## Action Plan and Budget Tracking

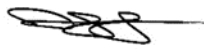
Capture your intended annual spend against the 5 key indicators. Clarify the success criteria and evidence of impact that you intend to measure to evaluate for pupils today and for the future.

<b>Academic Year: 2021/22</b>		<b>Total fund allocated: £20,720</b>		<b>Date Updated: July 2022</b>	
<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%
<b>Intent</b>		<b>Implementation</b>		<b>Impact</b>	
<p><b>Our overall intent:</b>  <i>It is our intent that the PE element of the curriculum will help pupils to create a positive relationship with physical activity for life. We want to develop healthy lifestyles, children eating a balanced diet, positive growth mind set and resilience. This will be embedded through the curriculum which aims to improve agility, balance and co-ordination. As well as teaching children how to cooperate and collaborate with each other.</i></p>					
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?:
<p>It is our intent that the PE element of the curriculum will help pupils to create a positive relationship with physical activity for life.</p> <ul style="list-style-type: none"> <li>Structured and positive play for at least 30 minutes for all children.</li> <li>Greater variety of positive play in the outdoor space.</li> <li>Children to be educated in the value and benefits of a healthy active lifestyle.</li> <li>Children who are less active and disadvantaged are targeted to increase engagement.</li> </ul>		<ul style="list-style-type: none"> <li>Midday Meals Supervisor Staff who already know children well to engage in lunchtime opportunities.</li> <li>Additional play equipment purchased.</li> <li>Employment of external multi-skills coach for lunchtimes</li> <li>CPD for support staff to play roundnet during break and lunchtimes</li> <li>Make west playground safe for play and sports; remove tree stumps and other trip hazards.</li> <li>Teachers to maintain 2 x PE sessions (where possible) per week, following our scheme of work.</li> </ul>		£3,974	<ul style="list-style-type: none"> <li>Safe, active and happy children at playtimes. Rare incidents in behaviour logged.</li> <li>Staggered playtimes have allowed children more outdoor space to move freely and play.</li> <li>The trim trail purchased and installed over Summer holidays 2020 has ensured that more children are constantly active during play periods. The trim trail is enabling swinging, climbing and gross motor/core development.</li> </ul>
				Sustainability and suggested next steps:	
				<ul style="list-style-type: none"> <li>To develop the West playground similar to previous installation of trim trail.</li> <li>To continue to use MDMS and external coaching company to support play every lunchtime KS2.</li> <li>Ensure new play equipment is used for structured playtimes.</li> </ul>	

Key indicator 2: The profile of PESSPA being raised across the school as a tool for whole school improvement				Percentage of total allocation:
				15.6%
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:
<p>It is our intent that the PE element of the curriculum will help pupils to create a positive relationship with physical activity for life. We want to develop healthy lifestyles, children eating a balanced diet, positive growth mind set and resilience.</p> <ul style="list-style-type: none"> <li>• Ensure PE and school sport is visible in the school (assemblies, notice boards, school website, pupil reward and recognition of pupils)</li> <li>• High quality PE lessons delivered during curriculum time.</li> </ul>	<p>Through strong subject leadership and parent partnership we will plan and implement life-long lessons about making healthy, responsible choices.</p> <ul style="list-style-type: none"> <li>• 1:1 Coaching</li> <li>• Subject leadership- continue to develop whole school plans and assessment.</li> <li>• Clear signposting to school nurse team.</li> <li>• Expert advice on continuing to embed Real Pe programme</li> </ul>	£3,230	<ul style="list-style-type: none"> <li>• Subject leaders have been given the time to adapt PE planning to work closely with Real PE specialists to implement new long-term plans.</li> <li>• School nurse has supported parents to have a healthy balanced lifestyle. When families are not following the healthy lunchbox policy or children's health is becoming a concern school is able to signpost to the school nurse.</li> </ul>	<ul style="list-style-type: none"> <li>• Continue to develop long term planning and ensure all staff are aware of importance and begin to engage parents more.</li> </ul>

<b>Key indicator 3: Increased confidence, knowledge and skills of all staff in teaching PE and sport</b>				Percentage of total allocation: 26.4%
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>Ensure school intent is implemented and monitored.</p> <ul style="list-style-type: none"> <li>To continue to improve in delivery of the Real PE.</li> <li>Staff to have the knowledge and training on how to support children to engage in activities that promote their whole body &amp; mind wellbeing</li> </ul>	<ul style="list-style-type: none"> <li>Specialist coaching across the school. Real PE curriculum.</li> <li>Introduction of Real Dance and Real Gym.</li> </ul>	£5,490	<ul style="list-style-type: none"> <li>All staff attended refresher training with Real PE specialist to ensure children are getting quality first training.</li> <li>Engaging, active PE sessions taught by PE experts. Sports coaches have commented that being able to teach children consistently over time has seen a marked improvement of their PE enjoyment and skill development</li> </ul>	<p>Continue to develop Real PE focusing on Real Dance and Real Gym.</p> <p>Using specialist Real PE leader to support teachers in school.</p>
<b>Key indicator 4: Broader experience of a range of sports and activities offered to all pupils</b>				Percentage of total allocation: 24.4%
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>We want to develop healthy lifestyles, positive growth mind set and resilience.</p> <ul style="list-style-type: none"> <li>Pupils will have access to a wide range of different sports and activities.</li> <li>Pupils will have the ability to attend extra-curricular activities that meet their interests</li> </ul>	<ul style="list-style-type: none"> <li>To offer swimming at both key stage one and key stage two.</li> <li>All children in Year Two, Four and Five engaged in a half term of swim lessons.</li> <li>Ensure there is a school minibus to commute to swimming and competitions.</li> </ul>	£5,026	<ul style="list-style-type: none"> <li>Children are more confident as they progress up the school as they have the chance to build on previous learnt skills in swimming.</li> <li>School now has its own mini bus which allows children to get to swimming lesson and competitions.</li> </ul>	<ul style="list-style-type: none"> <li>To swim in all years.</li> <li>Continue to build relationships with other schools for football competitions.</li> <li>Offer opportunities for more sporting competitions across Key Stage 1 and 2.</li> </ul>

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:
To engage in more inter - school sports competitions.	Through support from local SGO engage in competitions and hold a whole school competitive sports day. Hiring of school minibus to transport groups to competitions and between schools.	£3,000	A range of children have been offered different opportunities to attend sports competitions and festivals.  School now has a boy's and girl's football team. Which take part in a range of competitions and external school games.	Continue with sports clubs, competitions and sports days raising profile of New Horizons locally and nationally.

Signed off by	
Head Teacher:	LCCarroll
Date:	22.07.2022
Subject Leader:	H. Mitchell
Date:	22.07.2022
Governor:	
Date:	22/07/2022