

# 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	£13281
Total amount allocated for 2020/21	£17300
How much (if any) do you intend to carry over from this total fund into 2021/22?	£0
Total amount allocated for 2021/22	£30671
Total amount of funding for 2021/22. To be spent and reported on by 31st July 2022.	£31336

## 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>In 2021-2022, no Y6 children participated in swimming lessons. However, water safety was included as part of PSHCE. Priority at Richard Hill School has been for children in Y3/4/5 to swim, many of whom were complete non-swimmers.</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 2022.</p>	60%
<p>What percentage of your current Year 6 cohort use a range of strokes effectively [for example, front crawl, backstroke and breaststroke]?</p>	60%
<p><b>What percentage of your current Year 6 cohort perform safe self-rescue in different water-based situations?</b></p>	60%
<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>	Yes, increased sessions and longer sessions to help children catch up with lost swimming.

## 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:		
<b>Key indicator 1: The engagement of all 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:	
			42%	
Intent	Implementation	Impact	Sustainability and suggested next steps:	
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?	
<ul style="list-style-type: none"> <li>We aim to have active, healthy pupils with the stamina to maintain activity over increasing lengths of time, and the motivation to be physically active throughout the day.</li> <li>We aim to develop co-ordination and physical core strength.</li> <li>We aim to give our youngest pupils a good start and develop their physical confidence.</li> <li>We aim to encourage reluctant participants to be active.</li> </ul>	<ul style="list-style-type: none"> <li>Daily Boost implemented across the school with varied early morning activity and exercise, including parental participation.</li> <li>Improved playtime provision to promote activity and participation of all pupils.</li> <li>Develop core strength and co-ordination of younger children.</li> <li>After school clubs run by external sports coaches and school staff, subsidised by school.</li> </ul>	Happy Lunchtimes Training £350 Outdoor Equipment for EYFS £2269 Outdoor music £36 Development of playground £7400 Playtime equipment (goals, balls etc) £882 Balance bikes and storage £1586 After School Clubs £2038	Pupils are more active at breaks and lunchtimes, with a wider variety of activities taking place.  40% of pupils have accessed an after school club.  Physical development for EYFS 93% at expected level.	<ul style="list-style-type: none"> <li>➤ Develop a wider range of lunchtime activities for pupils.</li> <li>➤ Provide opportunities for girls and other groups to be more active at lunchtimes.</li> <li>➤ Monitor pupil engagement and increased fitness and stamina.</li> <li>➤ Engage parents in physical activity</li> </ul>
<b>Key indicator 2: The profile of PESSPA being raised across the school as a tool for whole school improvement</b>			Percentage of total allocation:	
			15%	

Intent	Implementation		Impact	
<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:</p>	<p>Make sure your actions to achieve are linked to your intentions:</p>	<p>Funding allocated:</p>	<p>Evidence of impact: what do pupils now know and what can they now do? What has changed?</p>	<p>Sustainability and suggested next steps:</p>
<ul style="list-style-type: none"> <li>• We aim to increase the level of activity throughout the school day.</li> <li>• We aim to monitor and target pupils closely to ensure good physical development.</li> <li>• We aim to involve pupils and pupil voice in enhancement of the school provision.</li> <li>• We aim to promote good health and mental health.</li> </ul>	<ul style="list-style-type: none"> <li>— Introduce PE Passport for assessment and monitoring.</li> <li>— Develop the role of ELSA provision in the school.</li> <li>— Ensure school leaders are prepared for implementation of good mental health strategies.</li> <li>— Receive feedback from peer within the trust on how to develop and improve provision and leadership.</li> <li>— Widen access to Forest School.</li> <li>— Develop Play Leaders.</li> <li>— Promote sport by providing all pupils with an appropriate, school-branded t-shirt (see also competitive sport).</li> </ul>	<p>PE Passport subscription £699</p> <p>Forest School costs £1663</p> <p>Gardening Costs £527</p> <p>Attendance at PE and Mental Health Conference £365</p> <p>Play Leader resources £69.80</p> <p>T-shirts £1278</p> <p>Posters £118</p>	<p>Specialist tennis coach in to work with reception and year 6.</p> <p>Young leaders from year 5/6 regularly running alternative sporting activities at lunchtimes, engaging 10-15 children per session.</p> <p>Volunteers from Anstey Martins assisting with football club.</p>	<ul style="list-style-type: none"> <li>➤ Celebrate sporting achievements and success in school assemblies.</li> <li>➤ Develop whole school mental health strategy and implement</li> <li>➤ Further develop the role of ELSA</li> <li>➤ Build a sustainable area for outdoor learning and forest school, with additional local funding.</li> </ul>

Key indicator 3: Increased confidence, knowledge and skills of all staff in teaching PE and sport				Percentage of total allocation:
				32%
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:
<ul style="list-style-type: none"> <li>We aim to ensure all staff are confident and competent in teaching a range of PE.</li> <li>We aim for all pupils to make good progress in PE and sports development.</li> </ul>	<ul style="list-style-type: none"> <li>Happy Lunchtimes Training for midday staff.</li> <li>Sports Coaches (temporary input to model best practice).</li> <li>EYFS Teacher Training for Balance Bikes and Big Moves.</li> <li>Engagement in full opportunities through SSPAN (training).</li> <li>Leadership release time for PE Lead.</li> </ul>	Courses and associated cover costs £1000 Sports Coaches £3900 PE Leader release time £691 Storage £731 Gymnastics Equipment £4937	All teachers confident in teaching of PE. Quality of PE lessons delivered by teachers is consistently good.	<ul style="list-style-type: none"> <li>➤ Monitor the progress of pupil physical development and skills.</li> <li>➤ Ensure greater clarity around the expectations of skills progression for PE.</li> <li>➤ Refresh and develop teacher skills, especially those new to the school.</li> <li>➤ Provide coaching training for HLTA and After School Staff.</li> </ul>
Key indicator 4: Broader experience of a range of sports and activities offered to all pupils				Percentage of total allocation:
				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:

<ul style="list-style-type: none"> <li>• We aim to increase the access pupils have to swimming to ensure better development of skills</li> <li>• We aim to inspire pupils to take up new sports and develop their confidence to be physically active</li> </ul>	<ul style="list-style-type: none"> <li>— Enhanced swimming access – above core offer (parent funded)</li> <li>— Sports visits related to Dance, Tennis, Golf, Gymnastics.</li> </ul>	<p>Swimming costs (above core offer funded by school/parents) £1224</p> <p>Transport to sporting events £610</p>	<p>Pupil confidence in swimming increased through additional swimming time. All pupils made progress.</p> <p>Every child has had the opportunity to attend a new sport this year.</p>	<ul style="list-style-type: none"> <li>➤ Increase the % of pupils in KS2 able to swim competently and confidently.</li> <li>➤ Provide pupils with the opportunity to meet inspirational sports personalities, from a diverse range of backgrounds and sports.</li> </ul>
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Key indicator 5: Increased participation in competitive sport				Percentage of total allocation:
				5%
Inten t	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:
<ul style="list-style-type: none"> <li>We aim for all pupils to have the opportunity to participate competitively.</li> <li>We aim to development sportsmanship and good conduct at ports events.</li> <li>We aim to be successful competitively.</li> </ul>	<ul style="list-style-type: none"> <li>Every child to have the opportunity to participate in an external sporting competition (tennis, gymnastic, football, rugby, golf).</li> <li>Every child to have the opportunity to compete within the school (Sports Days, Cross Country, etc)</li> </ul>	Transport and entry fees to competitions £1333  Sports Day equipment £234	Every pupil in every year groups has represented the school in a competitive sport. Sports Day feedback positive from parents.	<ul style="list-style-type: none"> <li>➤ Celebrate sporting achievements and success in school assemblies.</li> <li>➤ Develop a programme of intra-school competitive opportunities throughout the year with associated rewards and medals.</li> </ul>

Signed off by	
Head Teacher:	Jan Knox
Date:	July 2022
Subject Leader:	Jim Smith
Date:	July 2022
Governor:	TBC

Date:	
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