

Evidencing the impact of the Primary PE and sport premium

Website Reporting Tool

Revised July 2021

Commissioned by



Department
for Education

Created by



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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 2020/2021, 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 2020-2021	£12592
Total amount of funding for 2021-2022	£17590
Total amount of funding for 2021/22. To be spent and reported on by 31st July 2022.	£30,182
Total amount allocated for 2021/22	£ 20198
How much (if any) do you intend to carry over from this total fund into 2022-2023	£ 9,984

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: 2021-2022	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:
			%
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:	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"> All classes to have 2 PE sessions per week. One with a specialist sports coach that works alongside the teachers. One following the REAL PE scheme. (Real PE Training, CPD) To foster the Real PE approach to create a positive relationship with physical activity for life. 	<ul style="list-style-type: none"> Teachers using the schemes of work. Monitoring timetable in place to release subject leader. Weekly plans to be checked by subject leader periodically to ensure PE is being taught and scheme is followed. Resources to be purchased to support the teaching and engagement. Maintaining the current equipment that we have so that children can access all areas of PE (gym equipment) 	<p>£8000</p> <p>£145 supply costs for monitoring.</p> <p>£1400 for training.</p> <p>£1500</p> <p>£250</p>	<p>All children have taken part in Premier Education lessons, giving different opportunities to take part in different sport activities. Pupil voice shows that children enjoy Premier Education bit not Real PE.</p>	<p>Real PE will not be used in school next year.</p> <p>Teachers to join classes for Premier Education lessons and then embed learning and use planning provided by Premier Education.</p>
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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:
<ul style="list-style-type: none"> Children have time opportunities throughout the day to be active, through outdoor learning opportunities for all year groups. Balance Ability Groups. Year 2 attend Fun Run at Noremarsh Having stimulus at playtime to encourage activity. Real PE at home is available if needed. Attending Cluster events throughout the year. Dance lessons in Term 5 and 6. Possibility of swimming lessons for 	<ul style="list-style-type: none"> Stimulus provided at play and lunch times. Outdoor learning opportunities planned in for all year groups. Subject leader to look at planning to see this being implemented. Digging area to be developed within the school to promote outdoor learning. Balance Ability timetabled with specific children. Attending events at different locations. 	<p>£900 for dance teacher.</p> <p>£4000 for digging area.</p>	<p>Outdoor learning has been promoted in school. EYFS use the outdoor area on a regular basis.</p> <p>Balance Ability has continued this year, with lots of chn now able to ride a bike, across all year groups. (HM has a list)</p> <p>Swimming for Year 2 started in Term 6. All children attended. Children have made good progress with their swimming. Some aids have been reduced. All children are</p>	<p>Outdoor learning to continue to be a focus for next year, using the new Alfresco learning Hub to aid planning.</p> <p>Balance Ability to continue next year for one afternoon a week.</p> <p>Dance to be booked for next January.</p> <p>Swimming will be booked</p>

Year 2 in Term 6.	<ul style="list-style-type: none"> Dance lessons to be organised through subject leader for Term 5 and 6 for all year groups. 	<p>enjoying swimming.</p> <p>Due to illness dance could not happen this year, but we aim to put it in place for next year.</p> <p>Year 2 children had a morning session with a Yoga teacher, which all enjoyed. A different sport for them to take part in.</p>	for Term 6 for Year 2's.
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Key indicator 3: Increased confidence, knowledge and skills of all staff in teaching PE and 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:
<ul style="list-style-type: none"> REAL PE CPD, Gymnastics CPD with Real PE for all teaching staff Balance Ability training. Meeting with PE Cluster Lead. Staff training with feeder school CPD PE Specialist - purpose was to look at subject development plan. 	<ul style="list-style-type: none"> Staff have attended all current training. Subject Leader to look into Real PE Gymnastics training. Balance Ability - September 2021 for 2 members of staff. Meet with PE Cluster Lead for support in leading subject. Meet with PE Specialist coach to develop Curriculum Map. 	£100 for Balance Ability Training.	<p>All staff attended the Real PE training, however in June 2022 it was decided not to use the scheme anymore as it does not meet the needs of our pupils. We will use Premier Education planning instead.</p> <p>More members of staff now trained in Balance Ability and 3 sessions a week are taking place. Most children in Year 2 can ride a bike now without stabilisers.</p>	<p>Staff to become familiar with Premier Education website, where to find the assessments and lesson plans etc.</p> <p>Balance Ability to continue next year with questionnaire to be sent to parents to identify any children who need to learn how to ride a bike.</p>

			Curriculum map was devised with Alana, PE Specialist. Will need re-organising for September 2022.	Re-organise the curriculum map.
Key indicator 4: Broader experience of a range of sports and activities offered to all pupils				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:
<ul style="list-style-type: none"> Balance Ability - targeting group of children to do particular skill. Subject leader has requested Premier Education to teach Boccia Tri Golf Archery Curling. 	<ul style="list-style-type: none"> Children identified through questionnaire. Subject lead timetable different groups for Tuesday and Wednesday mornings. Premier Education are teaching a range of sports. 	£850 for staff cover for Balance Ability.	All children across the school have had the opportunity to learn to ride a bike (if they were identified). Another member of staff was trained (now 4) and also takes a Balance Ability session on a Thursday afternoon.	Balance Ability to continue next year, one afternoon a week.

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:
<ul style="list-style-type: none"> Attending cluster events - KS1 football, multiskills ks1 gymnastics orienteering athletics wake shake. Fun Run at Noremarsh Sports Day 	<ul style="list-style-type: none"> Subject lead to ensure that school are attending and taking part in the cluster events. Subject lead to plan Sports Day for July 2022. 	£145 supply costs £150 for bus. £100 sports cluster contribution £50 for trophies.	<p>Unfortunately due to Covid, school has not attended the Cluster events.</p> <p>Year 2's have visited Noremarsh for the fun run.</p> <p>'Keep Active Day' (Sports Day) has been planned for June 2022.</p> <p>Year 1's have attended a Cricket Festival. (July 2022)</p>	Attend more cluster events next year. Work alongside Premier Education for a sports day next year.

Signed off by	
Head Teacher:	Alison Pass
Date:	September 2022
Subject Leader:	Hannah Macaulay
Date:	September 2022
Governor:	Michelle McDermitt
Date:	September 2022