

Evidencing the impact of the Primary PE and sport premium

Website Reporting Tool

Revised July 2021

Commissioned by



Department
for Education

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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 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](#).



Details with regard to funding

Please complete the table below.

Total amount carried over from 2019/20	£6000
Total amount allocated for 2020/21	£17090. £23090
How much (if any) do you intend to carry over from this total fund into 2021/22?	£4109.75
Total amount allocated for 2021/22	
Total amount of funding for 2021/22. To be spent and reported on by 31st July 2022.	

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>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>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>	50%
<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>	45%
<p>What percentage of your current Year 6 cohort perform safe self-rescue in different water-based situations?</p>	50%

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?

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 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			Percentage of total allocation: 76%	
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?:
Purchase Active Fusion (Silver package and lunch sessions)	To increase the amount of sporting activities across KS2 at lunchtimes by providing one extra member of staff responsible for organising games. To support the development of PE teaching across KS1 by pairing up the coach with class teacher.	7128	Children more engaged in purposeful play such as football and basket- ball games. Increase in enjoyment and personal competitiveness see e. g how many skips can I do. Children enjoy the nurture element of the coach working with them at lunchtime and then in PE sessions leading to increased motivation. Class teacher's subject knowledge is increasing.	New HT to meet with lead to plan the next year's provision so it targets groups and individuals. New HT to meet with lead and PE lead to plan CPD element for the next year. Work towards Bronze Gamesmark.
To purchase Totally Runnable (Girls on the Run.)	To increase the amount of girl's physical activity and especially KS2 girls who can be reluctant to participate.	3244	Older girls increasingly more active as a result. Evidence of this seen at unstructured playtimes.	Consider the creation of active girls' lunchtime club involved Y5/6 as mentors.

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To purchase playground markings	To increase motivation, activity and enjoyment across KS1 when the children are outside at play.	5995.85	KS1 children more involved in active and imaginative games as a result.	Consider use of Year 5 and Year 6 lunchtime play leaders to teach new games to the KS.
At the request of the School Council purchase further PE and playground equipment.	To ensure all classes have outdoor equipment boxes that they can independently look after	926.40	KS1 and KS2 children more involved in active and imaginative games as a result. Children develop a sense of pride and independence.	Consider the creation of a Sports Council responsible for developing interest in active playtimes and sport across the school. Use Sports council to plan for sporting charity events.
		200 (own funds)		

Key indicator 2: The profile of PESSPA being raised across the school as a tool for whole school improvement

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:
Involvement in the Health Mentor project	Mentor in school each week targeting vulnerable pupils to improve self-esteem and mental well-being.	(£4904 LESS contribution from Doncaster Opportunity Area £3273) £1631	Impact Report received from Evolve. 21% increase in Physical Activity (includes playground animation activities at lunchtime) 10% increase in Personal Development 82% increase in sleep Worked directly with 85 pupils	Plan Thrive sessions with trained staff in school and new SEN lead.

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:
DSSHA Affiliation fee	To enable the school to participate in local games competitions.	£50	This was challenging due to Covid regulations however the cost was still paid.	Continue to participate in this and explore opportunities to work with other schools. Link more staff to PE through the curriculum team structure thus strengthening leadership.
Astrea P.E conference	Meet with local P.E coordinators to discuss best practise, receive sport specific advice and training.	In house cover	Subject Lead has growing confidence in the role. Network opportunities are accessed leading to more opportunities in school.	
P.E Leadership time	Develop subject knowledge and leadership by accessing meetings and CPD.	In house cover	Subject Lead has growing confidence in the role.	
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:

Mental health week	All pupils take part in activities focused on improving mental health through physical activity. Including mindfulness and yoga.	In house funding	Pupil's awareness of mental and physical mental health has been raised.	Plan this into the school calendar as an annual event.
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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:
Cross Country Competition Dodgeball competition Cricket Competition	Intra competitions held for all of the school to take part, followed by Inter School competition between Doncaster hub of Astrea schools, with opportunity to progress to final between top 3 schools. Providing pathway for elite competition and access for all to compete.		Unfortunately due to Covid restrictions these were planned and did not take place.	Consider how to develop in house competitions and inter school competitions and challenges using online reporting.
Sports day	Increase pupil's enjoyment of competitive sport.		Pupil's took part in and enjoyed a range of sporting activities- personal and team competition.	Consider how to create in house teams Sports day in May 2022.

Signed off by	
Head Teacher:	Ann-Marie Mason
Date:	15 th December 2021
Subject Leader:	Claire Lawrence
Date:	15 th December 2021
Governor:	Andrew Crossley

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Date:	15 th December 2021
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