

Evidencing the impact of the Primary PE and sport premium

Website Reporting Tool

Revised October 2020



Commissioned by



Department
for Education

Created by



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It is important that your grant is used effectively and based on school need. The [Education Inspection Framework](#) (Ofsted 2019 p64) 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 criteria](#) (p41) inspectors consider the extent to which schools can articulate their curriculum (INTENT), construct their curriculum (IMPLEMENTATION) and demonstrate the outcomes which result (IMPACT).

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

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 as well as on the impact it has on pupils' PE and sport participation and attainment by the end of the summer term or by **31st July 2021** at the latest.

**** In the case of any under-spend from 2019/20 which has been carried over this must be used and published by 31st March 2021.**

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](#).

Support for review and reflection - considering the 5 key indicators from DfE, what development needs are a priority for your setting and your pupils now and why? Use the space below to reflect on previous spend and key achievements and areas for development.

Please note: Although there has been considerable disruption in 2020/21 it is important that you publish details on your website of how you spend the funding - this is a legal requirement.

N.B. In this section you should refer to any adjustments you might have made due to Covid-19 and how these will influence further improvement.

Key achievements to date until July 2021:	Areas for further improvement and baseline evidence of need:
All children complete a 30 minute daily walk. This has increased the amount of time spent exercising for all children. Introduction of Yoga interweaved into the curriculum. This has helped with children's well-being.	

Did you carry forward an underspend from 2019-20 academic year into the current academic year? YES

Delete as applicable

If YES you **must** complete the following section

If NO, the following section is **not** applicable to you

If any funding from the academic year 2020/21 has been carried over you MUST complete the following section.

Academic Year: September 2020 to March 2021	Total fund carried over: £5338	Date Updated:		
What Key indicator(s) are you going to focus on?				Total Carry Over Funding:
Broader experience of a range of sports and activities offered to all pupils.				£
Intent	Implementation		Impact	
Your school focus should be clear how you want to impact on your pupils. To provide children with the opportunity to access yoga as part of the PE curriculum.	Make sure your actions to achieve are linked to your intentions: - Development of a room for the teaching of yoga. - All staff to be trained in the delivery of yoga and the benefits to mental and physical wellbeing.	Carry over funding allocated: £5338	Evidence of impact: How can you measure the impact on your pupils; you may have focussed on the difference that PE, SS & PA have made to pupils re-engagement with school. What has changed?: - All staff have an understanding of the benefits of yoga. - All staff know a range of yoga techniques that can be used during PE and within the classroom. - Yoga is taught within the PE curriculum.	Sustainability and suggested next steps and how does this link with the key indicators on which you are focussing this academic year?: - Review impact on children (pupil voice) - Continue to monitor the inclusion of yoga in the curriculum.

Meeting national curriculum requirements for swimming and water safety. N.B Complete this section to your best ability. For example you might have practised safe self-rescue techniques on dry land.	All Year 5 and 6 children attended swimming lessons
What percentage of your current Year 6 cohort swim competently, confidently and proficiently over a distance of at least 25 metres? 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 2021.	100%
What percentage of your current Year 6 cohort use a range of strokes effectively [for example, front crawl, backstroke and breaststroke]?	100%
What percentage of your current Year 6 cohort perform safe self-rescue in different water-based situations?	100%
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?	Yes

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 -22		Total fund allocated: £16,819		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:
					2 %
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 increase the number of extra-curricular clubs on offer. - Enhanced range of activities on offer for children during lunchtime.		£376	75% of KS1/EYFS and 64% of KS2 attended at least one extra-curricular sports club this year. Throughout the year, there were 7 different sports offered as clubs across the school. Clubs ran for half a term.	Continue to offer a range of clubs. Speak to children as to which clubs they would like to see. Source external clubs.	
Key indicator 2: The profile of PESSPA being raised across the school as a tool for whole school improvement					Percentage of total allocation:
					8 %
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:

Children to develop further swimming skills above the National Curriculum Objectives.	Swimming enhancement lessons for children who have meet national expectations.	£1375	100% of children could swim 25m following the enhanced swimming lessons. All children received lifesaving award. Children's water confidence rose significantly including a non-swimmer at the beginning of swimming lessons.	Continue to invest sports premium in additional swimming lessons.
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Key indicator 3: Increased confidence, knowledge and skills of all staff in teaching PE and sport				Percentage of total allocation:
				73 %
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 increase staff confidence in the delivery of a broad range of PE activities.	- Employment of PE specialist to work with all staff in the delivery of the PE curriculum. - Staff to be involved in PE lessons through Team teaching. - Staff to attend CPD in PE. - Use of sports specific coaches to enhance teacher expertise.	£8500 + £3700 Total £12200	Teachers own lessons show a clear structure and PE planning is progressive throughout the school.	Audit staff as to what areas of CPD are required for PE. Continue to appoint specialist to work alongside teachers to plan and deliver high quality PE.
Key indicator 4: Broader experience of a range of sports and activities offered to all pupils				Percentage of total allocation:
				6.5%
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:
Children to be provided with a range of sports to engage and develop their enthusiasm for sport.	Sports week offering a range of activities for children.	£500		Consider sports that are less common for children to try during sports week. That way each child throughout their time at Belmont would have tried a range of sports which will enhance our curriculum further.
To provide a broad range of sports during the PE curriculum.	Development of a broad	£600	Following purchase of equipment, children are offered a broad curriculum	Continually monitor equipment to ensure that sporting opportunities are

	curriculum. • Procurement of equipment to facilitate curriculum.		where a range of sports are offered. This enables children to apply skills across a broad range of sports.	not limited to the equipment that school has.
Additional achievements:				

Key indicator 5: Increased participation in competitive sport				Percentage of total allocation:
				3 %
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:
Interschool sport	- Membership of DPSSA - Provide children opportunities to take part in competitive sport across a range of sports.	£500	Throughout the Year children competed in a number of different events against other schools. This enabled children to play competitively, but also have the opportunity to represent the school.	Increase the number of events that the school attends next year. Ensure that school enters 'festivals' so that all children are given an opportunity to represent the school.

Signed off by	
Head Teacher:	
Date:	7 th October 2021
Subject Leader:	Paul Johnson
Date:	7 th October 2021
Governor:	
Date:	7 th October 2021