

# 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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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 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 2020/21	£0
Total amount allocated for 2021/22	£17 600
How much (if any) do you intend to carry over from this total fund into 2022/23?	£0
Total amount allocated for 2021/22	£17 600
Total amount of funding for 2021/22. To be spent and reported on by 31st July 2022.	£17 600

## 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>	97%
<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>	97%
<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>	97%
<p><b>What percentage of your current Year 6 cohort perform safe self-rescue in different water-based situations?</b></p>	97%
<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/ <b>No</b>

	Payment into the local Schools Sports Partnership includes access to Top Up Swimming.
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## 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: £17 600 (£17,736 predicted spend)		Date Updated: October 2021	
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:
					26%
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:  £4600	Evidence of impact: what do pupils now know and what can they now do? What has changed?:	Sustainability and suggested next steps:	
All pupils access at least two hours of curriculum PE a week plus additional opportunities to be active during other parts of the school day.	Ensure each class does a ‘Wake and Shake’ activity. One assembly a week also dedicated to this.	None – within curriculum timetable	Despite recent lockdowns and periods of inactivity, generally children are fit and healthy. They can engage in physical activity for long periods of time.	Continue offer for continued success.	
All pupils to have access to at least one after school club in years 1-6 plus lunch time clubs.	Clear timetable in place for clubs for the year, guided by pupil voice and competition opportunities. Multiple clubs offered across the year to maintain engagement.	After school clubs self-funded. Free spaces for PP out of PP funding.	Almost all children accessed after school clubs, lunchtime clubs or both. Every child was offered these opportunities and very few did not take part.		
EYFS to access at least 30 mins of PE a day.	PE Lead takes sessions 3 of the 5 days. EY staff observe for CPD and deliver on the other 2 days.	Lunchtime = £2480 £1938	97% of Reception children achieved ARE for physical development.		
Play Leaders to increase engagement during play and lunchtimes – especially for younger children.	PE lead to train new Play Leaders.	£204			

Midday Asssistants to receive training to increase activity during lunchtimes.		Included in SSP		
<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:
				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: £500	Evidence of impact: what do pupils now know and what can they now do? What has changed?	Sustainability and suggested next steps:
A clear intent for the PE curriculum to be in place that encourages the development of both knowledge and skills, whilst building on cultural capital and SMSC education.	PE lead to work with HT to monitor intent, implementation and impact on a half termly basis. PESSPA to be considered in each meeting. Also look at vocab development and how 3 Is link to T and L policy.	£408	Pupil voice indicates knowledge of PE curriculum is strong – this needs further monitoring.	Make further links with SMSC mark next academic year.
The profile of PESSPA is prominent across school and children can speak confidently about what this looks like at Childer Thornton.	Continue to raise the profile through Sports Awards celebration and whole school events.	£90	Pupils speak positively about sport and PE.	
	Use social media to raise profile within school community.	None		

<b>Key indicator 3: Increased confidence, knowledge and skills of all staff in teaching PE and sport</b>				Percentage of total allocation:
				19%
Intent	Implementation		Impact	
Your school focus should be clear what you want the pupils to know	Make sure your actions to achieve are linked to your	Funding allocated:	Evidence of impact: what do pupils now know and what	Sustainability and suggested next steps:

and be able to do and about what they need to learn and to consolidate through practice:	intentions:	£3350	can they now do? What has changed?:	
Staff to have the necessary subject knowledge to provide the progressive and sequential curriculum so that children can evidence the appropriate standard of knowledge and skills in PE and sport.	<p>PE lead to work collaboratively with teaching and support staff who are delivering sessions and ensure these fit with the planned curriculum.</p> <p>Staff to observe sessions to ensure they have the subject knowledge and also pedagogical knowledge needed to teach a high standard of PE and sport.</p> <p>PE Lead to attend subject leader training on how to lead PE across school</p> <p>Buy in external providers such as Cheshire Phoenix</p>	<p>£3000 approx</p> <p>£350</p>	<p>PE Lead has upskilled others and provided with knowledge to teach PE effectively.</p> <p>PE Lead has a good knowledge of how to lead the subject following work with SIP of developing the curriculum intent and implementation.</p>	
<b>Key indicator 4: Broader experience of a range of sports and activities offered to all pupils</b>				Percentage of total allocation:
				28%
Intent	Implementation		Impact	
<p>Your school focus should be clear what you want the pupils to know and be able to do and about</p> <p>what they need to learn and to consolidate through practice:</p>	Make sure your actions to achieve are linked to your intentions:	<p>Funding allocated:</p> <p>£5000</p>	Evidence of impact: what do pupils now know and what can they now do? What has changed?:	Sustainability and suggested next steps:

<p>All pupils to be offered enrichment opportunities demonstrated by an increase in pupils attending extra-curricular.</p> <p>Children in wrap around care to be offered a range of sports and activities as they may miss out on other opportunities outside of school hours.</p>	<p>Number of children attending extra-curricular has always been high – now focus on engaging less active through pupil voice and target opportunities provided to this group of children.</p> <p>Specialist HLTA to provide additional activities in before and after school club – not just football. Engage those who are less active with activities such as ‘grand prix’ and archery or alternatives such as volleyball.</p>	<p>£4961</p> <p>(Clubs self-fund-funding used for wrap around)</p>	<p>Luncheon clubs well-attended. PE lead was able to target less active children and used pupil voice to provide opportunities that motivated.</p> <p>Wrap around care had a vast amount of children engaged in a range of physical activities – this was monitored by HT.</p>	<p>Continue to offer the same plus new activities such as Quidditch.</p>
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Key indicator 5: Increased participation in competitive sport				Percentage of total allocation:
				24%
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>£4200</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>
<p>All pupils to be offered the opportunity to participate in competitive sport with a particular focus on increasing opportunities for intra school comps and B team comps.</p>	<p>Continue with Sports Day and Fun Run for whole school.</p> <p>Organise friendlies and include those children who do not get to attend A team tournaments. PE Lead to be paid for one session after school a week to facilitate.</p> <p>Organise inter house comps for years 2-6 at least every term in line with the long term plan.</p> <p>Continue to attend festivals and tournaments within the school day for children to compete at different levels.</p> <p>Transport to and from events</p> <p>Membership to SSP</p>	<p>£646</p> <p>£940 (worked out at PE Lead 3 days per term but often more)</p> <p>£1500</p> <p>£1200</p>	<p>Participation was strong – competitions entered wherever possible and children achieved well.</p> <p>PE Lead also organised many friendlies for B and C teams to extend competitive offer.</p>	<p>Continue offer.</p> <p>Also organise inter-trust comps to increase sports.</p> <p>Enter more inclusive festivals to increase amount of children with SEN competing.</p> <p>Consider sports such as Quidditch to engage more children in comps.</p>

Signed off by	
Head Teacher:	H Yarranton
Date:	July 22

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Association for  
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Supported by:



Subject Leader:	Josh Grooms
Date:	July 2022
Governor:	Alan Brown
Date:	July 2022