



# Evidencing the Impact of the Primary PE and Sport Premium

Website Reporting Tool

Academic year 2021-2022

Commissioned by  
**Department for Education**

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Schools must use the funding to make **additional and sustainable** improvements to the quality of PE and sport they offer. This means that you should use the Primary PE and Sport Premium to:

- develop or add to the PE and sport activities that your school already offers
- 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. Under the [Ofsted Schools Inspection Framework](#), inspectors will assess how effectively leaders use the Primary PE and Sport Premium and measure its impact on outcomes for pupils, and how effectively [governors](#) hold them to account for this.

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. We recommend regularly updating the table and publishing it on your website as evidence of your ongoing review into how you are using the money to secure maximum, sustainable impact. 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 students now and why? Use the space below to reflect on previous spend, identify current need and priorities for the future.

Key achievements to date:	Areas for further improvement and baseline evidence of need:
<ul style="list-style-type: none"> <li>● Implementation of CPD for staff through use of coaches who will model to staff and help them to reflect on their own practice.</li> <li>● A wide range of activities which promote healthy lifestyles are offered to the children through lunchtime/playtime provision and afterschool clubs.</li> <li>● New equipment has been purchased and old or damaged equipment has been replaced meaning a broader range of sports are now being offered to pupils.</li> <li>● Effective teaching, learning and assessment of PE across the school as a result of team teaching and staff CPD with the school sports coach.</li> </ul>	<ul style="list-style-type: none"> <li>● Develop school roles and responsibilities, such as house captains and play leaders to facilitate and support PE lead and sports coach with the organisation of key events and playground activity.</li> <li>● As Covid-19 restrictions are hopefully lifted in the new year, we will continue to offer more sporting after-school clubs for all children.</li> <li>● With Covid-19 restrictions easing, we aim to develop competitive sporting opportunities offered to children.</li> <li>● Raising the profile of P.E across the whole school.</li> <li>● Develop our national curriculum swimming programme of study so pupils leave primary school with an understanding around swimming and water safety.</li> </ul>

Meeting national curriculum requirements for swimming and water safety	Please complete all of the below*:
What percentage of your current Year 6 cohort swim competently, confidently and proficiently over a distance of at least 25 metres?	83%
What percentage of your current Year 6 cohort use a range of strokes effectively [for example, front crawl, backstroke and breaststroke]?	77%
What percentage of your current Year 6 cohort perform safe self-rescue in different water-based situations?	72%

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?	Yes/ <b>No</b>
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\*Schools may wish to provide this information in April, just before the publication deadline.

## 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 students today and for the future.

<b>Academic Year:</b> 2021/22		<b>Total fund allocated:</b> £17,780		<b>Date Updated:</b> July 2022	
<b>Key indicator 2:</b> The engagement of <u>all</u> pupils in regular physical activity – Chief Medical Officer guidelines recommend that primary school children undertake at least 30 minutes of physical activity a day in school					Percentage of total allocation: 23%
<b>School focus with clarity on intended impact on pupils:</b>	<b>Actions to achieve:</b>	<b>Funding allocated:</b>	<b>Evidence and impact:</b>	<b>Sustainability and suggested next steps:</b>	
Development of activities planned at lunch time to ensure that children are active for longer during the day.	Employment of sports coach to lead different activities during lunchtimes for years 1-6.	£3440	<p>Children are significantly more active during lunchtimes and staff have noted that behavior incidents have decreased due to children being more engaged and focused on the activities.</p> <p>The sports coach has worked closely with year 5 pupils, who now take on the role of sports ambassadors and help to promote fitness and physical activity on the playground.</p>	<p>Begin to train the current year 4 pupils in the role of sports ambassadors, so that children are readily prepared next academic year for the responsibilities they will have on the playground.</p> <p>Promote the Daily Mile around school and via Class Dojo pages, so that it becomes a daily element of many pupil's lunchtime or before and after school routine.</p>	
					Percentage of total allocation:

Key indicator 3: The profile of PE and sport being raised across the school as a tool for whole school improvement				1%
School focus with clarity on intended <b>impact on pupils:</b>	Actions to achieve:	Funding allocated:	Evidence and impact:	Sustainability and suggested next steps:
PE lead and sports coach to work collaboratively to raise the profile of PE and sport across the school.	<p>School to apply for AfPE Quality Mark for November 2022 entry.</p> <p>PE lead and sports coach to create displays around school to promote, advertise and raise the profile of PE and Sport. PE lessons and other physical activity such as after school clubs to feature on the 'Friday Flyer' each week, as well as on Class Dojo pages. Participation and achievements to be celebrated each week in school assembly with the use of certificates.</p>	£275	<p>Two school displays have been created (one for PE, one for after school clubs).</p> <p>Increase confidence and self-esteem of pupils feeling proud from seeing photographs of themselves on displays and school website.</p> <p>Quality mark application submitted (June 2022)</p>	Complete paperwork for AfPE quality mark for November 2022 submission date.

<b>Key indicator 1: Increased confidence, knowledge and skills of all staff in teaching PE and sport</b>				Percentage of total allocation:
				49%
<b>School focus with clarity on intended impact on pupils:</b>	<b>Actions to achieve:</b>	<b>Funding allocated:</b>	<b>Evidence and impact:</b>	<b>Sustainability and suggested next steps:</b>
All pupils will be participating in P.E lessons that are judged as good. Staff will feel more confident teaching a range of PE units and will ensure all lessons have a clear learning objective, success criteria and skill development.  PE leader to engage in online subject leader meetings with United Learning in order to keep up to date with current PE practices.	The sports coach will team teach with all members of staff across the academic year. The focus will be on indoor activities such as gymnastics and dance. These were the areas assessed as weak by staff after an audit.	£8390	<ul style="list-style-type: none"> <li>Lesson observations</li> <li>Termly monitoring</li> <li>Impact statements</li> </ul> <p>All teachers and HLTAs have received ongoing support and CPD. As a result, we have seen an increase in confidence and effectiveness when teaching a range of PE units, particularly dance and invasion games.</p> <p>The PE leader is more confident in their role, which has ensured the subject is being led to a high standard in school. This will enable the pupils to make better progress..</p>	Identify areas where P.E teaching without a coach is still requiring improvement.  Consider implementing a new PE scheme, that allows for more flexibility and support for staff who are less confident, in the form of videos.
<b>Key indicator 4: Broader experience of a range of sports and activities offered to all pupils</b>				Percentage of total allocation:
				21%
<b>School focus with clarity on intended impact on pupils:</b>	<b>Actions to achieve:</b>	<b>Funding allocated:</b>	<b>Evidence and impact:</b>	<b>Sustainability and suggested next steps:</b>
Children to take part in well-resourced P.E lessons in line with the school's current scheme of work.	New PE equipment to be ordered termly at the point when medium term plans are shared with staff. This will ensure that lessons are fully resourced for the following term.	£2800	As part of medium term planning, staff are able to identify what is needed in order to deliver consistently good P.E lessons. From here, they are able to make orders of any stock that may inhibit the level at which they can teach. This budget set aside has ensured that lessons are	Next Steps: P.E coordinator to complete an audit of stock to ensure that staff are aware of resources that are already available to use in the next academic year. Use any money remaining from the Sports Premium Funding to purchase resources/items

			well resourced and that all children can be active and involved in lessons. Actual Spend to date – approx. £800.  Due to Covid -19 restrictions, and children having to play in 'bubbles' for most of the academic year, more stock was ordered for the children to play with during lunchtimes.	that may need replacing due to wear and tear.
A range of sports and activities to be offered through afterschool clubs to allow children to have a choice of pursuits to follow.	An after school basketball club to be offered, with the intention of creating a key stage 2 school team. (Basketball was a popular choice when children and parents were asked about after school clubs in last academic year's questionnaire)  Subsidised club fees to be offered for disadvantaged families).	£1500	Basketball club is now offered as part of the extracurricular activities at school. Half termly blacks are able to be booked with prices under £30. This has allowed clubs to be more accessible to a range of children in school.  All children, including SEND and those most disadvantaged and LAC, are provided with opportunities to take part in a range of physical activities throughout the school day and after school.	Children who participate in basketball club to be offered the opportunity to be involved in the school team. Use remaining budget to purchase anything needed to begin such a team such as kit.
<b>Key indicator 5: Increased participation in competitive sport</b>				Percentage of total allocation:
				6%
School focus with clarity on intended <b>impact on pupils:</b>	Actions to achieve:	Funding allocated:	Evidence and impact:	Sustainability and suggested next steps:



<p>Opportunities provided for children to take part in an extra-curricular physical activity and sport, such as the key stage 1 gymnastics festival and the Black Country Games.</p>	<p>Some budget to be set aside for transport to and from any games or tournaments.</p> <p>Identify where local sports clubs can support with increasing opportunities for our children to engage in physical activity.</p>	<p>£850</p>	<p>Children returned from the gymnastics festival full of enthusiasm and a desire to join a local gymnastics club. They were able to interact with children from different schools and explore new equipment such as beams and trampolines.</p>	<p>School gymnastics club to be established, that will meet with the PE lead in readiness to participate in inter school competitions next academic year.</p> <p>Use of money to provide any transport needed when club is up and running.</p>