

# Evidencing the impact of the Primary PE and sport premium

Website Reporting Tool

Revised July 2021

Commissioned by



Department  
for Education

Created by



YOUTH  
SPORT  
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](http://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 2019/20	£2700
Total amount allocated for 2020/21	£17940
How much (if any) do you intend to carry over from this total fund into 2021/22?	£2700
Total amount allocated for 2021/22	£17963
Total amount of funding for 2021/22. To be spent and reported on by 31st July 2022.	£20663

## 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>	
<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>	93%
<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>	83%
<p><b>What percentage of your current Year 6 cohort perform safe self-rescue in different water-based situations?</b></p>	83%
<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>	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: 2021/22		Total fund allocated:	Date Updated:	
<p><b>Key indicator 1:</b> 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</p>				Percentage of total allocation: 28%
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:
<p>Use outdoor areas for learning opportunities throughout the school day</p> <p>Have more active breaks throughout the day to increase children’s daily activity.</p> <p>Monitor the weekly mile on a half-termly basis</p> <p>Weekly PE lessons with a range of sports offered throughout the year</p>	<p>Subject lead to speak to staff to consider outside opportunities for a range of lessons and suggest ways to complete this.</p> <p>Subject lead to speak to staff regarding possible ways to have active breaks or increase more active lessons.</p> <p>Weekly mile run at various times each week. Stagger the distance run to increase stamina and performance Record the times on a half-termly basis to ensure times are improving – subject lead to offer help as needed for those classes not improving.</p> <p>Ensure curriculum plan is progressive and a range of sports are</p>	£5721.49	<p>Staff have find some opportunities to complete learning outside, children have greater engagement with lessons.</p> <p>Swimming lessons have restarted and children have increased confidence in the water.</p> <p>PE curriculum reviewed and adapted to ensure that there is a range of sports and skills are taught and are progressive.</p> <p>Youth Activators have been used at lunchtimes during 2 terms. These have targeted all age ranges and have engaged a variety of children in different games. Playground leaders were trained via NOSSP staff and used with</p>	<p>Encourage staff to increase opportunities of learning outside</p> <p>Train new playground leaders, to continue to increase the activity within the school.</p> <p>Consider booking youth activators again to continue increasing levels of activity.</p> <p>Train children on how to treat and use a range of playground equipment. Provide a range of game ideas. Children become more confident in playing/trying new games.</p> <p>Remind all children about bike/scooter safety</p>

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Range of activities and equipment offered at playtime to encourage a range of physical activity.	<p>offered throughout the school</p> <p>Plan games and activities around the playground markings and climbing frame across the school.</p> <p>Use of the sound system to encourage Zumba and dance.</p> <p>New playground activities/equipment.</p>		<p>KS1 children to increase children's activity at lunchtimes. Sound system used throughout the morning, playtimes and lunchtimes to increase wellbeing and activity.</p> <p>New bike shelter brought to be near the KS1 playground to encourage KS1 to travel to school by bike/scooter.</p>	
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<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: 48%
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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:
Improve staff confidence in teaching of PE, and consistent delivery of high quality PE lessons	<p>The use of North Oxford School Sports Association (NOSSP) based in Banbury as an expert resource</p> <p>Use NOSSP staff to help with lesson planning and teacher performance standards.</p>	£9900	Staff feeling more confident in teaching and contributing to PE lessons and planning confidence. Teachers feeling confident to deliver blocks of lessons, following guidance from mentor, subject lead. Children benefitting from high quality P.E. lessons, in an in-depth curriculum. This has also raised the profile of PE across the school.	Continue with NOSSP, ensuring all staff have opportunities to work with NOSSP staff

<b>Key indicator 3: Increased confidence, knowledge and skills of all staff in teaching PE and sport</b>	Percentage of total allocation: 7%
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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:
<p>CPD for PE coordinator to better support staff and provide more opportunities for the children in school</p> <p>CPD for all teachers: Enrolment with North Oxford School Sports Association. Up skilling all staff with planning, teaching and assessing.</p> <p>In school training from PE coordinator for teaching staff</p>	<p>Class based help Regular meetings with the NOSSP staff Relevant courses to up skill PE coordinator</p> <p>Planning sessions Class based help ½ to 1 day a week. Use 'Get Set 4 PE' to help with teachers planning and confidence. Book courses for staff as relevant.</p> <p>Staff meetings lead by the PE lead</p>	£1375 plus indicator 2 spending	<p>PE coordinator accessed a range of CPD opportunities to develop and deepen understanding. Implanting new ideas within school.</p> <p>CPD for teachers using NOSSP staff throughout lessons leading to growth in confidence and better PE lessons.</p> <p>Teachers accessed in school training run by Chance to Shine (cricket) and Getset4PE training via PE coordinator and NOSSP staff</p> <p>Getset4PE brought to support confidence in planning</p> <p>2 TAs went on swimming training so that they can support class swimming lessons</p>	<p>Continue with NOSSP, ensuring all staff have access to opportunities</p> <p>Continue accessing a range of training opportunities, highlight potential training for staff members</p> <p>Continue with Getset4PE</p>

**Key indicator 4:** Broader experience of a range of sports and activities offered to all pupils

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	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:

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consolidate through practice:				
<p>Board range of sports across the school day through lessons, Golden times and after-school clubs.</p> <p>After-school clubs provided by school staff and external providers.</p> <p>NOSSP staff to run sports during our Golden time on a Friday to offer a large range of sports</p> <p>Offer a range equipment at playtime and lunchtimes.</p> <p>Engage with inter-school competitions to broaden children's opportunities.</p> <p>Additional achievements:</p>	<p>Plan a broad sports curriculum which covers a wide range of activities and skills.</p> <p>Plan a timetable of after-school clubs which includes a broader range of sports for children across the school.</p> <p>Book external providers as needed for after-school clubs, stagger opportunities for children across the school.</p> <p>Organise a timetable for NOSSP staff to work with different classes throughout the year during golden time.</p> <p>As mentioned in Key Indicator 1; update playground equipment for each class, to enable new and different playground activities</p> <p>Review every competition offered within school and speak to the relevant school staff.</p> <p>Plan transportation and equipment as needed for competitions.</p>	<p>£1630</p>	<p>After school clubs have restarted, with a large variety offered and changed every long term. Premium Enrichment running an after sports club after school; including archery and fencing.</p> <p>Outside sports people coming in to broaden the experience of the children including Premium Education and Chance to Shine Cricket</p> <p>NOSSP Staff supported a range of classes during golden times running sports activities, exposing children to sports not taught directly in school</p> <p>Inter-school competitions and sports events engaged with offering a range of opportunities.</p> <p>Sports day linked to the Birmingham 2022 Commonwealth Games, each activity linked to a different Commonwealth Country. Children having opportunities to access a range of sports from different countries.</p>	<p>Access a larger range of afterschool clubs, consider booking local sports clubs to help provide this provision.</p> <p>Seek opportunities for sports opportunities throughout the school day, e.g. Premium Education or Oxford United</p> <p>Increase sporting options during golden times</p> <p>Continue to engage with intra and inter-school opportunities. Plan an exciting sports day with a range of sporting opportunities.</p>

Key indicator 5: Increased participation in competitive sport				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:
Partake in the virtual and face-to-face competitions organised by NOSSP.  Partake in the football league organised between schools.  Intra-school competitions once every half-term.	Work with NOSPP staff for inspiration in different events. Subject lead to monitor competition emails and speak to relevant staff. Subject lead to work with staff and organise children for sessions.  Subject lead to work with other schools to communicate about the football league. Subject lead to ensure that the resources are available for the football league.  Subject lead to plan class, year group and whole school events. To buy equipment to support the competitions. Plan for activities that engage less active children.	£385.93	Children have partaken in a range of competitions, including rugby, cross-country and multi-sports. Intra-school competitions have been used to support who will be involved in the inter-school competitions.  The football league took place over the Autumn and Spring term for both boys and girls. The football league lead to a friendly game for our B team.  Intra-school competitions have been used in conjunction with inter-school competitions. The football club played a 4 week intra-school competition, with the same rules as the inter-school football league. Sports day has been planned to celebrate the Commonwealth games. Children gaining house points with a ceremony at the end of the day.	Continue monitoring and accessing a range of inter-school competitions, including any sport leagues.  Plan more intra-school opportunities, including Key Stage opportunities.  Ensure a range of opportunities are provided for those less active children

Signed off by	
Head Teacher:	



Date:	
Subject Leader:	
Date:	
Governor:	
Date:	