

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](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 2019/20	£962.90
Total amount allocated for 2020/21	£21,118.68
How much (if any) do you intend to carry over from this total fund into 2021/22?	£0
Total amount allocated for 2021/22	£18,893.00
Total amount of funding for 2021/22. To be spent and reported on by 31st July 2022.	£17,719.00

Swimming Data

Please report on your Swimming Data below.

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 which you can then transfer to the pool when school swimming restarts. 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	
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. Please see note above	80%
What percentage of your current Year 6 cohort use a range of strokes effectively [for example, front crawl, backstroke and breaststroke]? Please see note above	80%
What percentage of your current Year 6 cohort perform safe self-rescue in different water-based situations?	80%
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: 2020/21		Total fund allocated:	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: %
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:
Engagement of all the children in a range of sporting and physical activities and games on a daily bases. Reintroduction of the 'daily mile'. Children in all classes encouraged to run, jog, walk for 10 minutes each day.	At the start of PE lessons or during the day every child encouraged to walk, run, jog for 10 minutes, aiming to beat their personal best each time.	£2029.15	Many children are demonstrating a greater ability and desire to run, jog for longer.	PE lessons and daily dash to continue next academic year. Next steps to include celebrating PBs in assembly.
Increased activity and participation during break and lunchtimes.	Purchase of a range of playground equipment including goals, skipping ropes, balls. To encourage active play times. Replenish playground markings in KS2		Children can be more physically active at break time for 15 minutes in the morning, 30 minutes at lunchtime and KS1 10 minutes in the afternoon. Improvement in behaviours and learning behaviour.	New equipment must be maintained appropriately- use of protective boxes and new shed will ensure longevity of the equipment. Next steps to reintroduce a range of organised activities by staff at play and lunchtimes. Staff to receive training at INSET and TA meetings.
All children to use school bikes safely across the year.	All children to learn to cycle whilst at SJB, reception to learn to balance bike, KS1 cycle and KS2 cycling		Children more confident to cycle from reception to year 6. Additional support given to those children identified as less	Continue to use the bikes purchased previously with sports funding to encourage all children to actively travel to

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All children to participate in a range of sporting and physical activities in our Health and Fitness Week. To also learn about living and healthy eating. To have a range of sporting coaches deliver sessions to each child across the week.	proficiency. Work with 'Sustrans' and Bike it Lucy. We encourage scooting or cycling to school with 'Wheel it Wednesday'. All year groups participate in LA safety training for all year groups-learn to scoot, road crossing, bike ability level 1 and 2. Sports coaches to deliver a range of activities to children so they can use these during play and lunch times. Hula hooping, skipping, cricket, rugby, football, skateboarding, dance, bike riding and daily aerobics.	£1220.00	confident. Children's progress tracked by LD. Children enjoyed the experience of a wide range of sports and activities and teachers saw an increase of sporting activities during break times and lunch times. Parents enjoyed the daily aerobics sessions they were invited to. Children learnt about healthy eating and living in DT and RHSE.	school as SJB, to be confident and safe when cycling. Continue to target Bike club for specific groups including girls, PP, SEND. Continue to promote our Health and Fitness week with a wide range of sports for all children to engage in.
All year 5 and 6 children to be able to swim 25 meters and be able to perform a safe-exit from water based activities.	Children swim in years 3 and 4 as part of the PE National Curriculum. In years 5 and 6 children receive lessons to ensure that all children can swim the required 25meters, are confident using a range of strokes and can exit safely from the water.	£1146.00	A higher percentage of children have learnt to swim the 25 meters as because of COVID the children had not attended lessons in year 3 and 4.	As part of covid recovery year 5 and 6 to continue to swim as lessons missed in previous years.
A range of after-school clubs available for all children	Range of clubs provided throughout the year run by our staff or qualified outside providers. Access to all clubs monitored by Learning mentor and class teachers to ensure all children able to access clubs.		Children have reported they enjoy the range of clubs available. Attitudes amongst children and parents are positive and many children are supported to attend.	Continue to develop the range of clubs provided to include more for KS1.

Key indicator 2: The profile of PESSPA being raised across the school as a tool for whole school improvement				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:
All children to enjoy physical activity of the outdoors through participation in 'Forest School'. This is to support children's wellbeing after COVID 19. Through the provision of trained Forest School teachers to lead a healthy range of outdoor challenges and social interactions with peers and nature so all children can build confidence, skills, independence and intra-personal skills.	Each child to receive a block of Forest School activities delivered by highly qualified Forest School teachers in our Woodland area. This to be rotated over different seasons across the child's time at SJB. A range of resources and development of the forest school area to enhance the children's experiences at Forest School.	£8907.00	Children and parents are very engaged and supportive of forest school. Activities are shared with parents at the end of the block. Teachers report greater confidence to try new activities, engagement with nature and improved behaviours for learning.	Continue to develop range of activities for Forest school and the area. To train our own Forest School Leader.
Raise the profile of sport and physical activity within the school and wider community through clear communication and celebration.	Use of school ping, newsletter, assemblies and website to inform our school community of events and successes.	£142.60	Across the year groups and wider community there is an appreciation of the sporting and physical activities being undertaken by the school and pupils. This is seen with the high level of participation in competitions, festivals and clubs in school and outside.	Continue to communicate and celebrate with pupils, staff , parents and wider community.
Reintroduction after COVID of a range of sporting and physical after school clubs, to support more children in being active and develop a positive attitude to a range of sports.	Range of clubs including the introduction of qualified coaches, delivering a range of clubs.		Children identified by teachers that might benefit from certain clubs, PP funding used to support access to all clubs to all children.	Continuation of clubs next academic year. Increased opportunities for more children to participate, especially KS1 children.

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:
Subject leader to develop key areas through training, meetings and research.	Subject leader attended partnership and City-wide meetings, focussing on provision, competition and resourcing.	£337.82	Changes have been made to completion plans, including participation in City-wide and partnership events.	Subject leader to attend training to develop staff CPD as well as enable as many children to participate at competition level as possible.
External qualified coaches used to support staff in the delivery of dance to all children across the school.	Teaching staff given opportunity to observe coaches delivery PE in their specialist area. Planning given to teachers.	£1,745.00	Teachers more confident to deliver dance in PE lessons	Evaluate where teachers would like further specialist support to gain confidence and skills.
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:
Participation in City school games allows children to experience a wide range of sports, including those not always readily available.	Regular participation in City-wide sporting events, including competitions and festivals.	£286.94	Children are regularly involved in many sporting opportunities, especially those in UKS2.	Ensure school continues to participate in as many City-wide events and local school events and festivals as possible.
Participation in City wide festival of dance.			All of year 5 children involved in performing a dance at the Dome, an amazing experience for them.	
Coaches used to deliver lessons in specialist areas allows children to	External coaches used to coach lessons across the school in a		Teachers are more confident in the delivery and use of equipment	

experience quality first teaching. Ensure that through our PE curriculum we offer a broad and balanced range of sports focussing on key skills.	variety of sports. PE curriculum map ensures that pupils develop progressive core skills which can be adapted across a range of sports and physical activities. This is supported by a broad range of festivals and competitions offered by our City-wide and local partnerships.	£59	in these lessons. PE curriculum progression map ensures that learning across the school has clear progression of skills.	Continue to evaluate training needs with staff and provide training as required. To ensure sustainability, curriculum map will be updated with national and local developments. PE co-ordinator to ensure all staff follow the curriculum map and staff training is held to develop confidence in delivering skills, new staff inducted into the scheme.
Develop the use of break and lunch time play, to provide all children with opportunities to access different sports equipment. After-school clubs provision offers as many children as possible access to different sports and activities.	Purchase of a range of equipment for play time and lunch time including goal posts and storage for the equipment. Wide range of sporting activities offered to children across the terms including, football, netball, cricket, basketball, karate, bike club, running club and yoga.	£1294.99	Allows all children to be active for 15 mins in the morning, 30 minutes at lunch time and 10 minutes in the afternoon. Marked improvement in behaviour and learning behaviours.	New equipment maintained and replenished appropriately, protective boxes and new storage unit will ensure longevity of the equipment.

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:
Opportunities for children to participate in a range of competitive sports against City- wide and local schools. Opportunities for intra level competition Links with external clubs and organisations to support the participation of pupils in sports outside of school. Encourage a culture of personal best and self-development through sport and physical activity, including in most PE lessons.	Throughout the year, children have been given the opportunity to participate in many sporting competitions, in a range of sports. This has happened with local schools and with schools City-wide. This allows our children to regularly compete against others of a similar age and ability. Intra level competition have allowed children to implement newly formed skills that have been taught in PE lessons or by specialist coaches. The school continues to work with the Manor Gym and other organisations to promote sports. As part of the development of competitive sport, children have been challenged to maintain a record of beating their personal best- the daily mile, athletics, in PE lessons.	£1724.50	Profile of sport is high for our children and perception externally by our parents/carers and wider community. Children across the school want to participate and compete, including the less active children. Wide range of sporting competitions made available suits many needs and includes all levels of ability. Children have received certificates, medals and cups this year. A number of children across the school participate in external sports clubs, in a range of clubs. Achievements are celebrated in Awards assembly. By encouraging a self-competitive element, we have seen children build up resilience and determination to better previous results. Self-improvement has increased.	Continue in local and City-wide partnership which allows SJB to compete against local schools. Continued participation local school competitions. Next step, to include regular intra-level competition. Continue to invite and organise alternative sports club provision. Continue to support children to identify their own records and believe them to be beatable to pursue sustained development of skills and proficiency.

Signed off by	
Head Teacher:	Tina Davidson
Date:	31/7/2022
Subject Leader:	Harry Alabone
Date:	31/7/2022
Governor:	Allistare Smedley
Date:	31/7/2022