

# 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 allocated for 2021/22	£2040
Total amount of funding for 2021/22. To be spent and reported on by 31st July 2022.	£3000

## 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. <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>	
What percentage of your current Year 6 cohort swim competently, confidently and proficiently over a distance of at least 25 metres? <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 2021. Please see note above	66%
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	66%
<b>What percentage of your current Year 6 cohort perform safe self-rescue in different water-based situations?</b>	66%
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?	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: 2020/21		Total fund allocated: £3000		Date Updated: July 2022			
Key indicator 1: The engagement of all 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?:	
The development and growth of the House System in order to increase participation.		New heads of houses. More competitions that are staged not just at lunch time.		£0		90% of students have taken part in a sports house event this year.	
Increase of extra curricular clubs that are offered		The school offers a breadth of activities every day. We are unable to offer after school activities due to transport issue but we make up for this with our lunchtime offer.				Student voice is often consulted on ideas for new clubs. When students suggest practical ideas, we endeavour to provide the means to deliver the clubs – eg handball	
Key indicator 2: The profile of PESSPA being raised across the school as a tool for whole school improvement						Percentage of total allocation:	
						67%	
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:	

The development of a 'daily mile' to be considered next year to enable staff and students to benefit from daily exercise.  Yoga and mindfulness to be part of the SEMH strand of the new Achieve-Believe-Communicate (ABC) curriculum to be launched in September	We would still like to find the best means to build a track on a small site with a limited budget. Hence the need to carry forward some of the budget to next year to pool funds.	£2000	Impact will be measured during the next academic year where yoga will be delivered in the PE curriculum and during the ABC curriculum.	Yoga club to be introduced.
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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:
Yoga training for all staff in order to deliver the activity during ABC curriculum	<a href="http://www.yogaatschool.org.uk">www.yogaatschool.org.uk</a> delivered workshops to all students as well as train staff to deliver sessions themselves. A bespoke scheme of work and further support has also been provided.	£0	The impact will be measured in September when Yoga is included in the SEMH strand of the ABC curriculum.	Yoga to be offered during physiotherapy session with students with additional needs. To also be used sporadically during Enrichment. Yoga club to be added to extra curricular programme.
Key indicator 4: Broader experience of a range of sports and activities offered to all pupils				Percentage of total allocation:
				23%
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>New equipment to encourage a broader array of sports.</p> <p>Provide the opportunity to try a variety of new sports and activities</p>	<p>Funding for:</p> <ul style="list-style-type: none"> <li>• Yoga Mats</li> <li>• Handballs</li> </ul> <p>Fund the provision for primary students to take part in the following activities:</p> <ul style="list-style-type: none"> <li>• Orienteering</li> <li>• Abseiling</li> <li>• Canoeing</li> <li>• Archery</li> </ul>	<p>£700</p>	<p>Students have enjoyed new sports such as handball which are now part of the PE curriculum in 'Invasion Games'</p> <p>Students completed a survey after the multi activities offered (canoeing, abseiling, etc). This proved very popular and broadened the horizons of students in terms of what they can do to be physically active.</p>	<p>Handball to be part of extra curricular provision</p> <p>Explore the possibility of a partnership with Stanborough Lakes for a block of after-school sessions – the take up for this could be limited due to transport issues.</p>
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Key indicator 5: Increased participation in competitive sport				Percentage of total allocation:
				10%
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:
With restrictions easing since the height of the COVID19 pandemic, we have begun competing nationally in events against other deaf schools.	We took part in: Athletics, sports leadership, football and swimming and purchased jits for the teams to take part each year.	£300	Students have been extremely motivated when they have represented the school. They have also inspired others to want to take part.	To develop links with local special schools for regular fixtures.

Signed off by	
Head Teacher:	
Date:	
Subject Leader:	
Date:	
Governor:	
Date:	