

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](#).



Details with regard to funding

Please complete the table below.

Total amount carried over from 2019/20	£4,617.60
Total amount allocated for 2020/21	£17,870.00
How much (if any) do you intend to carry over from this total fund into 2021/22?	£11,011.00
Total amount allocated for 2021/22	£17,850.00
Total amount of funding for 2021/22. To be spent and reported on by 31st July 2022.	£28,861.00

Swimming Data

Please report on your Swimming Data below.

Meeting national curriculum requirements for swimming and water safety.	Yes. Teaching instruction at swimming lessons were delivered by: a Class Teacher, a Teaching Assistant and an external qualified swimming coach. <ul style="list-style-type: none"> Autumn Term 2021 – 100% Year 5 pupils attended weekly swimming lessons. Summer Term 2022 – 100% Year 4 pupils attended weekly swimming lessons. Summer Term 2022 – Non-swimming Year 5 and Year 6 pupils attended 5 swimming intervention lessons.
What percentage of your current Year 6 cohort swim competently, confidently and proficiently over a distance of at least 25 metres?	84%
What percentage of your current Year 6 cohort use a range of strokes effectively [for example, front crawl, backstroke and breaststroke]	78%
What percentage of your current Year 6 cohort perform safe self-rescue in different water-based situations?	84%
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. Additional swimming intervention lessons for targeted non-swimmers.

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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 – 2022 – updated July 2022

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			Total Fund Allocated: £4,212.00 Percentage of Allocation: 15%	
Intent	Implementation		Impact	Sustainability and Next Steps
To develop the active culture of school life and increase opportunities for learners to access physical activity within the wider curriculum and during recreational periods.	OLICAT OUTDO Project - Undertake an audit of school sites to create an action plan that indicates how the site can be improved to secure sustainable opportunities for outdoor physical activity and purchase resources required.	£300.00	The school's new 'Outdoor Learning Lead' is using the action plan to implement the school's new outdoor Curriculum for pupils from EYFS – Year 6.	Continue to work with the OUTDO Project to refine provision. Initial investment into resources made – continue to build maintenance of these into school budget.
	Outside Play Resources - Key equipment purchased to enable children to develop their physical literacy, with an emphasis on outdoor learning and the children becoming aware of their outdoor environment.	£850.00	Children are able to participate in an additional range of activities that promote physical, social and emotional well-being, as well as robust development of fine motor skills and dexterity which will impact on writing ability as the pupil's progress through the school. Purchase of targeted equipment ensures pupils acquire their daily accrual of 30 mins activity. A wider range of equipment in KS2 will enable more pupils to have access to more structured sporting opportunities during break and lunch and therefore foster a greater	Effective storage and management needs to be considered and can link into student leadership

			inclusive atmosphere.	
	Indoor Play Resources - Key equipment purchased to enable children to develop their physical literacy, with an emphasis on indoor access during wet plays.	£300.00	Children are able to participate in a range of activities, enabling physical (gross/fine opportunities) during wet plays. Enables more pupils to have access to structured breaks.	Effective storage and management needs to be considered.
	Sports Coach: Lunchtime Club – Opportunity for the children to engage in a variety of active games led by the school Sports Coach. Additionally, the Sports Coach manages the pupil led Sports Crew to facilitate physical activity led by peer in Upper Key Stage 2.	£2212.00	Weekly, scheduled fitness/games based/competitive sport activity offered to pupils across the school. Positive engagement in offer and positive impact on general behaviours and playground culture. Pupils trained in Sports Crew leadership develop positive leadership skills and qualities and contribute to school ethos.	Ongoing commitment from pupils and PE Lead is required to passing on training to next cohort of Sports Crew. Potential for expanding to volunteers and inclusion in PE Policy.
	Water coolers – Provision of water cooler fountains in both key stages To ensure that, with increased physical activity, there is adequate provision for cool water to rehydrate and keep physically healthy.	£550.00	The drinking of water is now a part of children's school healthy lifestyle and culture. Children understand the importance of keeping hydrated.	Ongoing cleaning and filtering expense.
Key indicator 2: The profile of PESSPA being raised across the school as a tool for whole school improvement				Total Fund Allocated: £6,618.00 Percentage of Allocation: 23%
Intent	Implementation		Impact	Sustainability and Next Steps
To raise the profile of physical activity as a means to develop character and positive learning behaviour of all pupils so that they learn to apply these in other contexts.	OLICAT OUTDO Project - Create outdoor provision that can be accessed at all times across all phases of the primary setting, increasing access to physical activity for vulnerable pupils. Planned opportunities for all pupils to access the outdoor environment and	£2,800.00	Engagement in outdoor provision promotes pupils desire to attend school and increases their motivation for learning across the wider curriculum. Oracy of boys and vulnerable pupils is developed so that they are better able to express themselves and their learning in PE and across the wider	Trust to develop a centrally led, cascade programme for Curriculum Leaders to integrate outdoor learning into their curriculum

	be provided with opportunities to try new activities.		curriculum. Learning behaviours of resilience and perseverance have developed for all pupils.	
	Sports Day resources – Resource sports day for all pupils so that the experience of competitive participation is effective.	£200.00	Children learn and enjoy new skills that they may not usually access at home increasing their cultural capital. Children develop the School Games values. All children were equipped and enabled to take part.	Equipment should be stored efficiently to ensure sustainability.
	Kettering School Sports Partnership – Annual membership to this group ensures: subject leader development, access to competitive sport, access to resources, enrichment opportunities, networking with other settings and training on PE Curriculum developments.	£1618.00	Increased confidence of PE Lead. Increased physical activity for all children. Increased awareness of locality sporting opportunities and threats. Increased participation in sporting competitions and enrichment opportunities.	Ongoing financial and time commitment to the network. Associated costs with competitions.
	School House Point System – Investment physical resources such as storage tubes and tokens to compliment the school's new house point system. Used to support high quality teaching and learning across all Curriculum areas, including PE, and to structure competitive intra-school competitions.	£2,000.00	Physical resources reinforce the school's behaviour policy which rewards and reinforces positive behaviours in the classroom and in the playground. Motivational for pupils working independently but also as a house.	Equipment should be stored efficiently to ensure sustainability.
Key indicator 3: Increased confidence, knowledge and skills of all staff in teaching PE and sport				Total Fund Allocated: £9,255.00 Percentage of Allocation: 32%
Intent	Implementation	Impact		Sustainability and Next Steps

Secure the sustainability of active play and learning, as well as outdoor provision within the curriculum, by developing the leadership capacity within school.	OLICAT OUTDO Project - For future sustainability, a 6-session development programme for one/two individuals from each school to develop their leadership skills in order to sustain outdoor learning.	£1000.00	Subject Leaders are upskilled so that they can integrate physical activity and outdoor learning into their planning and leadership of the curriculum. They are better able to support the work of colleagues to provide increased quality of opportunities for an outdoor curriculum for learners.	Trust to develop a centrally led, cascade programme for Curriculum Leaders to integrate outdoor learning into their curriculum.
	Resources to support Teaching and Learning – Investment into key texts and lesson resources to support outdoor learning, Forest School and PE teaching.	£1050.00	The quality of teaching and learning across the school is consistently good and better. Lessons observed in PE indicate good practice. Pupil Voice indicates that lessons are stimulating and the appropriate resources are available if needed.	PE Lead to regularly review equipment and replace when needed. Office Manager to ensure play larger play equipment such as outdoor gym, adventure play and indoor mats, climbing frame are maintained appropriately.
To ensure there is continuity and progression in the development of knowledge and skills in the PE curriculum and the quality of PE teaching is good or better.	Sports Coach: Upskilling – Teachers are upskilled in a team-teach and observation capacity by a sports coach specialising in gymnastics and dance. Teachers have 1:1 training sessions to explore explicit needs.	£5,000.00	The knowledge of Teachers in more specialised areas of PE has improved. Attainment standards of children in PE is good. Pupil voice regarding gymnastics is positive. High take up in gymnastics after school club.	Ongoing CPD opportunities to remain upskilled.
	Get Set 4 PE – Subscription purchase to provide resources and training videos to support delivery of the Primary PE curriculum. CPD targeted for delivery of new curriculum.	£550.00 £1,155.00	Curriculum mapping allows for progression of skills and knowledge from Reception to Year 6. Resources support teaching and learning including music, videos and resource cards, as well as CPD packages for teachers and curriculum lead. Teachers have been provided with time to access CPD and	Explore online provision further to establish how assessment can be incorporated into Insight.

			to develop curriculum maps to ensure consistency.	
	Swimming Intervention – Identified children who have not met the Curriculum standard access additional swimming lessons to improve skills and meet the standard.	£500.00	Targeted intervention enabled 84% of Year 6 to reach their distance of 25 metres and perform safe self-rescue. 78% could perform a range of strokes. This was an increase from 60%.	Develop assessment tracking system to co-ordinate assessments and achievements across the school. This could include internal and external achievements.
Key indicator 4: Broader experience of a range of sports and activities offered to all pupils.				Total Fund Allocated: £6,866.00 Percentage of Allocation: 24%
Intent	Implementation		Impact	Sustainability and Next Steps
To address wider school improvement issues relating to the engagement and attendance of all pupils, particularly vulnerable pupils, in a wider range of physical activity and outdoor learning.	OLICAT OUTDO Project - Initiate forest school training across all schools so that this becomes a part of the everyday curriculum for all pupils with enhanced opportunities for SEN pupils. CPD for SEND Teaching Assistants.	£2,000.00	Outdoor Learning Lead appointed within the school. Development of some outside areas has achieved with the Outdo Project Team, supported by pupils and parents. Staff voice shows increased confidence to engage individual children.	Trust to develop a centrally led, training programme – funding still to be allocated and training still to be implemented.
Continue to develop the range of sports and physical activities offered both in school and after school, and encourage more pupils to take up sport and physical activities.	Sports Coach: Change 4 Life – Weekly Change 4 Life sessions targeting identified children across the school. Following the Change 4 Life programme; children are identified from across the school in line with learning objectives from the scheme.	£2,242.00	Pupil Voice shows that 80% of children who participated in a Change 4 Life programme felt it had had a positive impact on them and they would be utilise skills and knowledge in the future to help them.	Capacity for measuring the impact of the programme could extend to PASS.
	Sports Coach: Gymnastics After School Club – Weekly extra-curricular activity on offer for pupils to sign up to. The school pays 60% of the cost of the club to reduce it to a more	£1,924.00	The after school club operates at maximum capacity with a waiting list. Pupil voice is very positive. 100% children working through gymnastics stages and awarded certificates in assembly.	Capacity for measuring the impact of the club could extend to PASS. Develop an

	affordable rate for parents.			extra-curricular activity tracking document so the school can identify children with less cultural capital.
	Bikeability – Usually intended for Year 5 pupils, this year we extended the programme offer to Year 6s as well who missed the experience due to Covid-19. This week long training teaches children about cycles, how to maintain them and how to cycle efficiently and safely on the local roads.	£700.00	Children attained well at varying levels of cycling efficiency. 100% children participating passed level 1 as a minimum. A small number of children have begun cycling to school.	Capacity for measuring the impact of the club could extend to PASS. Develop an extra-curricular activity tracking document so the school can identify children with less cultural capital.

Key indicator 5: Increased participation in competitive sport.

Total Fund Allocated: £1,900.00
Percentage of Allocation: 7%

Intent	Implementation		Impact	Sustainability and Next Steps
Promote the positive attitudes and competencies needed to become excellent within sport; including the resilience to practice and to recover from perceived failure	<p>Inter-school Competitions - Staffing expenses, transport and entrance fees to enable the school's entrance into a number of sporting competitions and festivals involving children across the school.</p> <p>Participation in local Football league – Associated costs for a school kit and entrance fees for football teams from Year 5 and Year 6 to compete.</p> <p>Emotional resilience coaching – Coaching to support pupils to develop</p>	<p>£500.00</p> <p>£800.00</p> <p>£600.00</p>	<p>29% of the school have attended an external sporting competition involving a variety of sports.</p> <p>Pupil voice shows increased positivity towards competition and response to failure.</p>	<p>Continue to engage with sport competitions offered through KSSP.</p> <p>Develop opportunities with local and Trust schools.</p>

	skills needed for perseverance and resilience.			
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Signed off by	
Head Teacher:	Mr Fraser Donald
Date:	July 2022
Subject Leader:	Miss Emma Giddings
Date:	July 2022
Governor:	Mr Martin Flannigan
Date:	July 2022