

# 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](#).



## Details with regard to funding

Please complete the table below.

Total amount carried over from 2019/20	£ 1141
Total amount allocated for 2020/21	£ 19473
How much (if any) do you intend to carry over from this total fund into 2021/22?	£ 362
Total amount allocated for 2021/22	£ 19580
Total amount of funding for 2021/22. To be spent and reported on by 31st July 2022.	£ 19882

## 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>	N/A no year 6 cohort.
<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 2021.</p> <p>Please see note above</p>	%
<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>	%
<p><b>What percentage of your current Year 6 cohort perform safe self-rescue in different water-based situations?</b></p>	%
<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>	Yes/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: £19882		Date Updated: July 2022	
<b>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</b>					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:
Healthy travel to school	Use of Sustrans to help encourage pupils to walk, scoot, cycle to school.		£0	More children active in travelling to school. Children have an understanding of the benefits of healthy travel.	Continue to promote active travelling to school.
Before/after school and holiday club opportunities for children.	Use of Sports Coach to run before/after school – 10 hours per work. Other staff to run sports related clubs. Outside providers offering yoga club.		£4,742	Fitness levels of some pupils improved and children understand how to lead a healthier lifestyle outside of school. Clubs offered to a range of children groups and to try and target least active/disadvantaged groups.	Continue with current multiskills/PE/forest clubs. Continue to also provide dance/gymnastics clubs if staff can run them. Look at opportunities for external providers.
Increase physical exercise of all children.	Daily 30:30 through play time and lunchtime activities – children led and opportunity to earn house points for taking part. Children celebrated for personal achievements in weekly assemblies and on corridor display board.		£0	Physical activity outside of the timetabled PE curriculum increased in line with the 30:30 initiative. Children encourage to take part in daily minute challenges during playtimes and most improved over the week celebrated.	Continue with playtime challenges, play leaders and bring back sports leaders (training through RSSP was suspended due to Covid but will be happening in September) and weekly sports celebration assemblies. Reintroduce exercise diaries given

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				to all children to keep track of physical activity in school and outside of school which has also engaged parents.
<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: %
<b>Intent</b>	<b>Implementation</b>		<b>Impact</b>	
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:
Sports leaders	Year 4 children trained to be sports leaders as part of Redborne Sports Partnership (Did not take place due to Covid-19 this year).	Part of subscription.	Did not take place this year.	Children to be trained in school from the partnership in the Autumn term. Children to be able to coach younger children and inspire them to take part in different sports. Links to school house system and playtime activities.
Forest schools	To continue to embed Forest Schools for all children. Each class has received 12 weeks of forest school, mostly taking part at Chick sands woods (except for fire making on school site). EYFS have started forest school sessions on school site in Summer term. Sessions have been split so that children have forest school activities and outdoor learning linked to curriculum areas led by teachers.	£5,806	Opportunities to extend and apply learning to the outside environment. Children's confidence and independence has improved. Children who find it difficult to learn in a traditional classroom setting excel and all children appear to enjoy outside and physical activities during these sessions. Children have outdoor learning with cross curricular links.	Continue to run forest school lessons for each class Year 1-4 and begin to extend this to EYFS. Teachers to be upskilled from forest school leader and use these opportunities for cross-curricular links. All classes to receive two half-terms of forest school over the school year.

Regular celebration of sports and achievements.	Weekly sports assemblies that highlight different sporting competitions that are current and taking place around the world. Children's sporting achievements shared through assemblies and weekly school newsletter Children awarded through house system for achievements. School games values are discussed and shown in real life situations to highlight role models. Teacher who also teaches swimming outside of school delivered a water safety assembly in the summer term.	£0	Children are made aware of a variety of sporting events as well as sports that they could take part in. Children encouraged to take part in sports outside of school and share their achievements, which lots of children have done this year (over 100 achievements each term). Profile of a wide range of sports raised, including disabled sport. PE assemblies also focus on the School Games Values which children can embed through their playtime, PE lessons and sports outside of school.	Continue to focus on sporting events around the world, school games values and celebrating achievements from outside of school.  Look into having speakers come in for assemblies.
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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:
Staff CPD and upskilling.	Use of Sports coach to co-teach with class teachers in order to demonstrate good practice in PE.  Sessions through the Redborne Sports Partnership.	£7,362  Part of subscription.	All staff are able to provide high quality PE lessons and more confident when teaching PE.	Continue to use Sports Coach to give opportunities for CPD and upskilling for staff.

<b>Key indicator 4: Broader experience of a range of sports and activities offered to all pupils</b>				Percentage of total allocation:
<b>Intent</b>	<b>Implementation</b>		<b>Impact</b>	
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?:
Use of Sports Coach and other staff to provide extra-curricular opportunities for children.	Children to be offered a range of activities and games outside of timetabled PE sessions.		See above.	Many children attend PE/sports clubs throughout the week which gives them the opportunity to take part in different games, improve their skills and compete against each other as well as improving their fitness.
Healthy Me Day	All staff and pupils to be involved in a day of healthy living awareness to include healthy eating, exercise and mindfulness.		£80	Both staff and children are aware of how to lead a healthy lifestyle.
				Sustainability and suggested next steps:
				Continue to offer multiskills clubs for each year group as well as dance and healthy living. Include gymnastics club and look into external providers/links with the community to increase these opportunities.
				Continue to provide this opportunity through a whole school Healthy Me Day.



Raise profile of sport in school.	Invite speakers into school to talk and enthuse pupils about the benefits of participating in a variety of sports.	See above	Did not take place this year due to covid in Autumn and Spring terms and a busy calendar of festivals in Summer.	Prioritise speakers coming into school during the 2022/23 school year.
Bikeability for Year 4 pupils.	All year 4 children given the opportunity to have training, building road safety awareness and encouraging children to cycle to and from school.	Part of subscription	52 children took part and were able to learn how to safely ride their bike as well as encourage to cycle to and from school as well as outside of school for fun and to increase fitness levels.	Continue to offer this opportunity in Year 4.
Year 4 Residential trip.	Year 4 children given the opportunity to go on a residential trip to take part in a variety of outdoor activities including; camp fire making, leap of faith and orienteering. As well as build social and emotional skills such as confidence and independence whilst staying away from home.	£0	83 children attended a 3 day residential taking part in a variety of outdoor activities as well as building on SEMH and independence.	Year 4 children to be offered a residential trip again next year.



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:
Membership of the Redborne Sports Partnership.	<p>Inclusion in Level 1 competition through festivals and transitional events with other Central Bedfordshire schools.</p> <p>Internal sports day run across three days (an afternoon each from EYFS, KS1 and KS2).</p>	£2500	<p>Festivals have taken place mostly in the Summer term this year. A variety of children from Year 2 and Year 4 have taken part in both competitive and non-competitive events including cricket, athletics, tennis and tag rugby.</p> <p>Children given the opportunity to take part in a circuit of events and with a competitive nature as well as being able to be successful individually. Overall house winner as well as individual points, and children taking part in running races.</p>	<p>Continue to have membership with the partnership. Possibly reduce to Level 1 again due to increase in costs this year. Level 1 still allows for many opportunities for festivals and competitive sport as well as training Year 4 sports leaders and CPD opportunities for staff.</p> <p>Sports day to run again next year with the look into further inter house competitions now restrictions will allow.</p>
Transition with Robert Bloomfield Academy.	Year 4 children given then chance to compete with other local schools at events organise by RBA to aid with transition.	£0	Vulnerable children or those with low self-esteem were able to visit their middle school for an extra transition visit and take part in a variety of activities.	Continue with links between local middle schools and build opportunities for transition activities through Sport next year.

Signed off by	
Head Teacher:	
Date:	
Subject Leader:	JFarman
Date:	19/07/22
Governor:	
Date:	