

# Evidencing the impact of the Primary PE and sport premium

Website Reporting Tool

Revised July 2021

Commissioned by



Department  
for Education

Created by



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

## 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>Limited swimming took place last year due to COVID 19 restrictions and pool closures- every endeavour was made to find another suitable provider- no local pools were able to provide us with swimming. Due to this extra swimming arrangements have been made for KS2 this academic year.</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 2021.</p> <p>Please see note above</p>	<p>Limited swimming took place last year due to COVID 19 restrictions</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>Limited swimming took place last year due to COVID 19 restrictions</p>
<p><b>What percentage of your current Year 6 cohort perform safe self-rescue in different water-based situations?</b></p>	<p>Limited swimming took place last year due to COVID 19 restrictions</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?	Yes/No
Every endeavour has been taken to organise swimming for our pupils in school this academic year- our local pools were closed due to refurbishment and no other facilities were available even via transport. Pupils will be offered extra catch-up in 2022-2023 using the Sports Premium funding and plans are in place to focus on pupils in Key Stage 2 for the next academic year.	

## 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:		
<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:	
			%	
Inte nt	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:
Increase swimming competency across all years. Target Year 5/6 non swimmers for booster sessions	Catch up swimming lessons for KS2 pupils that missed out over lockdown	£1000	All children physically active for at least 2 hours per week through HQFT with AP and NB.	To look at swimming provision as a priority LT pool is still closed, look into other options and possibility of block bookings for year 5 and year 6 to make up for lost sessions due to Covid restrictions.
All pupils to receive 2 hours of high quality physical education per week.	Sports Coach (Foundation Sports) employed for one designated PE lesson a week for pupils- working alongside class teachers to ensure High Quality PE teaching is achieved. Class teachers to teach timetables second PE lesson	£15,000	Wellbeing school focus and participation for all- all pupils participated in all PE lessons.	Aim to provide a structure daily timetable of activities to encourage more pupils to participate in sport. This will be embedded in school
Greater participation in activity during the lunch hour and more opportunities for children to be active.	Continue to purchase and offer a greater range of playground equipment for lunchtimes. Set up Year 5/6 Sports Leaders to run lunchtime clubs and introduce games makers to initiate games with others.	£1500 – clubs £1000 – equipment for lunchtime	PE lesson observations ensured more active/ high quality Improvement in gross motor skills in EYFS.	All pupils will be physically active for at least two hours per week, this will further be enhanced by breaktime and lunchtime activities to

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<p>Make break and lunch times as engaging as possible with lots of interesting activities to try in order to keep pupils active throughout.</p> <p>High quality extra-curricular sports clubs for pupils to participate in. Provide a range of activities – implementation of new extracurricular timetable so that more children can be physically active</p> <p>Ensure the resources are maintained and replaced, where necessary, for the delivery of high-quality PE lessons</p> <p>Implementation of regular exercise periods</p>	<p>– All for sport ‘Playground movers’ Foundation sports coach 2x lunch clubs a week for identified groups. (Autumn term KS2 girls football and reception multisports)</p> <p>Maintain current clubs Liaise with local providers to offer more sports clubs Continue to offer a range of extra-curricular clubs aimed at KS2 and aimed at KS1 and EYFS Pupil voice survey on children’s needs and interests in sport</p> <p>Audit current resources and purchase new resources to ensure quality and quantity needed to allow for high quality lessons and attainment.</p> <p>Focused exercise sessions minimum of 3x per week for minimum of 10 minutes using iMoves</p>	<p>£0 – parent funded after school clubs Additional £1000 allocated for identified families to ensure participation for families.</p> <p>£750 – resources</p> <p>Part of iMoves membership.</p>	<p>Lunchtime equipment and goals ordered- playtimes- lunchtime will involve pupils being more physically active – with lunchtime club offered to EYFS and KS2</p> <p>Higher uptake in Extra Curricular sports and after school clubs- these are partially subsidised by school.</p> <p>All resources audited to ensure all pupils have access to all equipment and adapted equipment to individual pupils needs.</p>	<p>encourage pupils to be physically active.</p> <p>After school clubs will be embedded in the whole school programme and accessible to all pupils.</p>
<p><b>Key indicator 2: The profile of PESSPA being raised across the school as a tool for whole school improvement</b></p>				<p>Percentage of total allocation:</p>
<p><b>Inte nt</b></p>	<p><b>Implementation</b></p>	<p><b>Impact</b></p>	<p>%</p>	

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:
Develop intra house sporting competitions through the school year. Use year six house captains to develop these  Order Sports kit- to include football kit and Sports kits for sporting events  Cycle training with Bikeability for Y5 and Y6 pupils to help pupils gain confidence riding their bikes on the road. This will increase the amount of pupils partaking in active travel to and from school	Year six sports captains will be set up  Timetable of intra house competitions started- this is linked to COVID and dependent on restrictions and bubbles  Pupil will feel part of an inclusive team with appropriate matching kit for sporting events.  Book in a Bikeability course. Deliver an assembly for Y5 and Y6 pupils to increase awareness of the course.  Subsidise cost of Bikeability course with Sports Premium Funding	£125 – t-shirts and medals for events.  £1000- to include football, sport t-shirts and netball.  £500	Intended outcomes:  - Intra house competitions will raise the profile of PE throughout the schools  - Intra house competitions will be embedded within the school and all pupils will be given the opportunity to participate in them  - A sports PE kit will establish the school teams and pupils will feel as one when competing in sporting competitions  - Bikeability for pupils will ensure those riding to school are safe.	Intra house competitions will be embedded through a cyclical calendar in school.  Sports Kit for competition will have durability for future years and pupils to use at sporting competitions to feel part of a team  Bikeability will ensure pupils in Year5/6 will be safe on the roads.

<b>Key indicator 3: Increased confidence, knowledge and skills of all staff in teaching PE and sport</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	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	Sustainability and suggested next steps:



what they need to learn and to consolidate through practice:			changed?:	
<p>To continue to ensure that all children are participating in two hours a week of high-quality PE</p> <p>Continue to use planning and assessment to help class teachers with preparing quality PE provision, providing a better PE offer for our pupils.</p> <p>To continue to develop teachers' knowledge of how to teach and assess good dance and gymnastics</p> <p>To continue to develop teachers' knowledge of how to teach and assess good dance lessons –imoves – subscriptions</p> <p>To continue to develop teachers' skills and techniques for breaking down skills to teach across all PE lessons</p> <p>To continue to develop teachers' knowledge of how to raise profile of PE across the school and aid children to make healthy choices with implementation of regular exercise periods</p> <p>Ensure the resources are maintained and replaced, where necessary, for the delivery of highquality PE lessons</p>	<p>Continue to use sports coach to model lessons and planning to all members of staff</p> <p>Continue to use whole school curriculum and assessments to plan and assess</p> <p>Develop CPD with sport coach Foundation sports for development of basketball, hockey and multiskills to increase teacher confidence in administering these lessons.</p> <p>Teachers to assess children in lessons thus looking for key skill use.</p> <p>Audit current resources and purchase new resources to ensure quality and quantity needed to allow for high quality lessons and attainment.</p>	<p>Sport coaching to ensure 2 hours of High quality PE each week – this is budgeted in indicator 1.</p> <p>£750 – resources of PE equipment</p> <p>£800- staff CPD.</p> <p>£350 – iMoves whole school subscription.</p> <p>£400 – PE lead release time to support with developing planning and whole school assessment working with class teachers.</p>	<p>Intended outcomes;</p> <ul style="list-style-type: none"> <li>- All pupils will be taught 2 hours of HQFT PE each week.</li> <li>- Assessment and planning will continue to be embedded within the school.</li> <li>- Assessment throughout the school will be robust</li> <li>- Teacher will feel supported in their teaching of PE</li> <li>- Teachers skills in teaching PE will improve and teachers will feel more confident in teaching PE.</li> <li>- Resources will be maintained in school, all pupils will have access to the same resources and adapted for individual needs.</li> <li>- iMoves will be used to support development and teaching of Dance.</li> </ul>	<p>PE curriculum will continue to be fully embedded in school, the curriculum will be well established with clear assessment routines for the end of each unit.</p> <p>Planning will be clear and adaptable for each year group with a clear progression through each year group.</p> <p>Staff and teachers will feel confident in delivering PE throughout the curriculum.</p> <p>Resources will be maintained.</p>



and extracurricular activities				
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**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?:
<p>Offer a wider range of activities both within and outside the curriculum to get more pupils involved. This is to include</p> <p>Year 6 PGL to Norfolk- outdoor and adventurous activities.</p> <p>Class Year 3 class activity day at Tolmers outdoor and adventurous activities skills in outdoor and adventurous activities..</p> <p>Year 4 residential to Tolmers to develop children’s skills in outdoor and adventurous activities.</p> <p>Year 4 and 5 trip to Lee Valley White Water Rafting – canoeing, paddle</p>	<p>Provide taster sessions to promote a range of activities.</p> <p>Identify suitable activities in the local area that would interest and inspire pupils – Lee Valley White Water rafting.</p> <p>Run a wide variety of extracurricular sporting activities (some with a focus on non-sporty children) These may need a sports coach/outside agency to support with expertise</p> <p>Provide access to sports that are not traditionally offered at Holy Trinity- use pupil voice to find out what children would like to they</p>	<p>£1100- White Water Rafting</p> <p>£1000 – towards Tolmers and PGL</p> <p>Additional funding towards after school clubs identified indicator 1-2 tp support in offering a wider range of experiences.</p>	<p>Intended outcomes;</p> <ul style="list-style-type: none"> <li>- a wide range of sports will be offered at Holy Trinity</li> <li>- All year 6 pupils will have the opportunity to participate in the PGL</li> <li>- Year 3 pupils be given the opportunity to participate in OAA</li> <li>- Year 4 pupils will be given the opportunity to participate in an OAA residential for 2 nights</li> <li>- Year 4/5 will take part in water activities based at the White Water Rafting Centre</li> <li>- After School cubs will be offered throughout the year and all pupils will be</li> </ul>
			<p>Sustainability and suggested next steps:</p> <p>A wide range of activities will be offered and embedded throughout the school.</p> <p>Pupils will be able to experiences a wide range of OAA throughout Key Stage 2.</p> <p>All pupils will be able to attend all trips.</p> <p>After School clubs will be embedded in school with a wide range of uptake throughout the school.</p>

<p>boarding and water activities</p> <p>Use of Foundation Sports to offer a variety of After School Clubs each term – rotating these to offer a wide range of clubs throughout the academic year following pupil voice.</p>	<p>Year 6 pupils to take part in the PGL</p> <p>Ensure booking is made for Tolmers</p> <p>Arrange a pupil survey to ascertain what pupils would like for KS1 and KS2 clubs</p>		<p>given the opportunity to attend.</p>	
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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:
<p>Develop intra house sporting competitions through the school year. Use year six house captains to develop these.</p> <p>Focus particularly on those pupils who do not take up additional PE and sport opportunities. To develop their knowledge and skills on a healthy active lifestyle.</p> <p>Role models – local sporting personality so pupils can identify with success and aspire to be a local sporting hero.</p> <p>Enter WDPSSA sporting events</p> <ul style="list-style-type: none"> <li>- Football league</li> <li>- Netball league</li> <li>- Football tournament</li> <li>- Netball tournament</li> <li>- District Sports</li> </ul> <p>Entre 3 A10 Active events to increase competitive sport in school.</p>	<p>Year six sports captains will be set up - timetable of intra house competitions started- this is linked to COVID and dependent on restrictions and bubbles.</p> <p>Identify suitable activities in the local area that would interest and inspire pupils</p> <p>Run a wide variety of extracurricular sporting activities (some with a focus on non-sporty children) These may need a sports coach/outside agency to support with expertise</p> <p>Ascertain which local personalities the pupils relate to and invite them into school</p> <p>Hold a sporting hero day where children research a sporting personality they would like to aspire to.</p> <p>Enter WDPSSA events</p>	<p>House Captain funding allocated in indicator 2</p> <p>£1500 - Sports personality visits – sports for champion – autumn and summer term</p> <p>£500 – A10 Active membership</p> <p>£600 – WDPSSA membership.</p>	<p>Intended outcomes;</p> <ul style="list-style-type: none"> <li>- House captains will be established in school- there will be a rolling program of intra-house competitions</li> <li>- Pupils will be visited by sporting personalities to inspire them to take part in sporting activities.</li> <li>- Extracurricular activities available to pupils through after school club and foundation sports.</li> <li>- Pupils will be participating in a variety of competitive sporting events throughout the academic year.</li> </ul>	<p>Intra house competitions will be embedded in school with competitions throughout the school year.</p> <p>All pupils will be taking part in sporting opportunities to develop their knowledge of a healthy and active lifestyle</p> <p>Role model used to inspire pupils.</p> <p>Pupils will be given the opportunities to experience and take part in competitive sports.</p>

	Enter A10 Active events			
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Signed off by	
Head Teacher:	Sarah Chaloner
Date:	September 2022
Subject Leader:	Amy Plant
Date:	September 2022
Governor:	Matthew Chubb
Date:	September 2022



Created by:  **association for Physical Education**  **Active Partnerships**  **YOUTH SPORT TRUST**

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