

# 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  | £0     |
| Total amount allocated for 2020/21  | £17890 |
| How much (if any) do you intend to carry over from this total fund into 2021/22?    | £0     |
| Total amount allocated for 2021/22  | £17890 |
| Total amount of funding for 2021/22. To be spent and reported on by 31st July 2022. | £17890 |

## 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>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>  | 80% |
| <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>  | 70% |
| <p><b>What percentage of your current Year 6 cohort perform safe self-rescue in different water-based situations?</b></p>  | 60% |
| <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>   | 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.

|  |  |                                    |   |  |  |
|--|--|------------------------------------|---|--|--|
| <b>Academic Year: 2021/22</b>  |  | <b>Total fund allocated:£17890</b> |   | <b>Date Updated: July 2022</b>   |  |
| <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:<br>28 %  |
| <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: |
| Increase physical activity at playtime and lunchtime   | Update lunchtime play resources  | £5025                              | Children more physically active at lunchtime.                                 | Continue to maintain and update equipment.   |  |
| Increase opportunities for physical activity in EYFS   | Repair outdoor play equipment to facilitate development of gross motor skills. | £75                                | EYFS have wider opportunities for physical development during the school day. | EYFS external environment on SIP 2022-3.   |  |
| <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:<br>1%    |
| <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: |

|                            |   |     |  |   |
|----------------------------|---|-----|--|---|
| Promote healthy lifestyles | Update cooking resources for DT curriculum. | 270 | Children have increased opportunities to prepare and taste healthy eating options. | Continue to promote healthy eating at break and lunchtimes. |
|----------------------------|---|-----|--|---|

|  |                                 |
|--|---------------------------------|
| <b>Key indicator 3: Increased confidence, knowledge and skills of all staff in teaching PE and sport</b> | Percentage of total allocation: |
|  | 15%                             |

| 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?:  |
| Develop knowledge, skills and confidence in staff teaching swimming.  | Training of staff spring 2022<br><br>Purchase of online subscription to Twinkl premium | £1830<br><br>£800  | Teacher confidence has increased significantly meaning children access highly quality swimming tuition and therefore make accelerated progress, plugging 'gaps' post-Covid. |
|   |  |                    | Sustainability and suggested next steps:  |
|   |  |                    | Continue online subscription to embed expertise and extend to other areas of the PE curriculum.   |

|  |                                 |
|--|---------------------------------|
| <b>Key indicator 4: Broader experience of a range of sports and activities offered to all pupils</b> | Percentage of total allocation: |
|  | 55%                             |

| 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:   |

|   |   |       |      |  |
|---|---|-------|------|--|
| Regular Forest School opportunities for all children              | Forest school training for two leaders – supply cover   | £1150 | 9832 |  |
|   | Purchase of Forest School resources   | £53   |      |  |
| Increase children’s quality swimming experience                   | Refresh school swimming pool and equipment following Covid lockdown   | £5429 |      |  |
| Increase children’s experience of a range of gymnastic activities | Update and maintain gymnastics equipment  | £1200 |      |  |
| Increase access to team sports                                    | Increased use of pitches / markings on school grounds. High levels of grounds maintenance, to facilitate increased use of the grounds for team sports and athletics | £2000 |      |  |

| Key indicator 5: Increased participation in competitive sport   |  |                      |  | Percentage of total allocation:  |
|---|--|----------------------|--|--|
|   |  |                      |  | 1%   |
| 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:   |
| Participate in annual sports day which includes competitive events.<br><br>Participate in inter-school sports competitions                                  |  | As above<br><br>£200 |  | Inter-school competition now re- established post-Covid. Now KPS has joined the MAT this will continue next year.<br><br>Continue to seek opportunities for children to participate in after school sports activities. |

|                 |                  |
|-----------------|------------------|
| Signed off by   |                  |
| Head Teacher:   | Margaret Pollard |
| Date:           | 08/11/22         |
| Subject Leader: | Dean Sanderson   |
| Date:           |                  |
| Governor:       |                  |
| Date:           |                  |