



Evidencing the impact of the Primary PE and sport premium

Website Reporting Tool
Revised July 2021

Commissioned by



Department
for Education

Created by



association for
Physical
Education

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 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 2022. 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	£0
Total amount allocated for 2020/21	£18,970
How much (if any) do you intend to carry over from this total fund into 2021/22?	£16,508
Total amount allocated for 2021/22	£19,030
Total amount of funding for 2021/22. To be spent and reported on by 31st July 2022.	£35,538

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. 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	
What percentage of your current Year 6 cohort swim competently, confidently and proficiently over a distance of at least 25 metres? N.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	76%
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	47%
What percentage of your current Year 6 cohort perform safe self-rescue in different water-based situations?	52%
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?	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:	Date Updated: September 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				Percentage of total allocation:
				£31,300 88%
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:
1. Provision of extra activities during lunch and break time to engage pupils in greater physical activity. 2. Use of staff to support engagement of sport on the field in the summer. 3. Purchase of equipment for use during break and lunch time tennis	Maintaining clubs at lunchtime – gym, rugby, athletics etc. Introducing different clubs eg lunchtime running club, just dance Development of skills through play, working with others, team work etc <i>3 extra table tennis tables purchased and to be placed near the far playground to enable all pupils to have access to them.</i>	£6,000 <i>Additional P.E HLTA hours</i> <i>Approximately 18- 20 additional clubs each week</i> £2,500	Pupils involved in active play – giving them greater confidence in their ability. Enables pupils to work with their friendship groups which means they are more likely to engage in the club and encourages them to try new opportunities like the Just Dance.	Purchase of equipment that will last and provide engagement year on year. Continued use of additional P.E HLTA hours enabling clubs to run not just afterschool but during lunch and break to increase the physical activity of pupils and broaden their experiences. This particularly supports the PP pupils and SEN who may not be able to stay after school. Continue to investigate the use of Parkour. Looking at CPD training through the Trust

4. Lunchtime gym club - engagement of large numbers of pupils in recreational gymnastics	Purchase of new mats to enable the club to continue	£2,800	Enabling pupils to take part in recreational gymnastics safely during lunchtime - increasing socialisation and self confidence.	Continue club next year.
5. Outdoor gym equipment purchased – being installed September 2022. Brought to give all pupils the opportunity to exercise and socialise with one another whilst learning about the positive impacts of exercise.	Purchase of outdoor gym equipment	£20,000	PP and SEN pupils attending. Over 70 pupils taking part. Impact to be tracked and evidenced termly by P.E Lead.	Equipment to last 10 years plus. All pupils and staff are to be trained on how to use the equipment and a rota for using it with sports leaders to be set up. Looking at getting all weather matting to enable the use of the gym equipment during the winter as it had to be limited due to mud being brought into school.

Key indicator 2: The profile of PESSPA being raised across the school as a tool for whole school improvement

Percentage of total allocation:

£1,500

4%

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:
1. A new house system was introduced throughout the school with re-branding of the houses. Interhouse activities were re-established following the pandemic which led to greater promotion of sport and pupil's engagement eg. Sport's Day,	New trophies, flags and stickers for houses and used on sports day.	£500	Raising the profile of each house and a community spirit across all years. Pupils compete in various sports for their house, feeling proud of achievements for themselves and their house. Visible to peers, parents and others what pupils have	Continue to invest in time and resources to promote the house system. Introduce different sports and activities where pupils can compete for their house. New resources to be purchased to continue with raising of

interhouse sports - football, hockey, netball etc			achieved. Pupils feeling proud representing their house or of their achievement.	profile.
2. Purchase of 4 ipads to enable photos to be taken showing engagement in PE and sports activities.	Putting photos on social media and engaging the school community in the sporting activities happening at AMS.	£1,000	Photos and videos taken – pupils, staff and parents aware of what is happening throughout the year.	Ensure all aspects of the curriculum and extracurricular activities are represented via social media to promote the department and sport throughout the school and wider community. Purchase of a PE phone to take to events, smaller and easier to take to events for photos etc. Sports clothing for PE staff

Key indicator 3: Increased confidence, knowledge and skills of all staff in teaching PE and sport				Percentage of total allocation:
				£580 2%
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:
1. Identified professional development for staff in identified areas such as: Rugby, cricket, gymnastics	Running training and or top-up courses in the school using existing staff	£200 <i>Cover for P.E. lead to deliver training</i>	Increase staff confident when teaching and able to deliver curriculum content with greater depth and knowledge	Continued CPD based on the curriculum and staff needs.
2. P.E Lead attended a rugby coaching course	Shared ideas with staff and used when teaching	£200 <i>Days cover for staff member</i>	Increased knowledge and confidence in teaching rugby -information and ideas	Continued development of rugby in the school for both boys and girls

3. Introduction of a new sport - Kin ball - which is an inclusive sport, suitable for all pupils regardless of ability. TA's to receive CPD and coach for a day - staff training, new activity	TA's took part in a 4 hour session led by a coach, run for a group of pupils with multiple needs.	£180 <i>Fee for sports coach</i>	disseminated to PH and shared with rest of the department Engagement of pupils, helping to overcome the barriers and focusing on teamwork, leadership and cooperation. Enjoying learning a new sport and engaging with the activity.	To invest in Kin ball equipment and start a club at lunch/break time for pupils - particularly focusing on those pupils with SEND needs. TA to lead if appropriate
Key indicator 4: Broader experience of a range of sports and activities offered to all pupils				Percentage of total allocation: £2,000 6%
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:
1. Continuing to offer a range of activities for pupils to take part in both during curriculum and extra curricular time.	<p>Funding for P.E. HLTA's to provide additional extra curricular clubs</p> <p>Weekly external Tennis club offered to pupils weekly throughout the academic year</p> <p>Introduce weekly Dance Club led by external provider - Mainstage throughout the academic year</p>	<p>Costed in Key Indicator 1</p> <p><i>Approximately 18- 20 additional clubs each week</i></p> <p>£1,000</p> <p>£1,000</p>	<p>Engagement in pupils with clubs and activities. <i>(See full club lists)</i></p> <p>Increased number of pupils engaged in a sporting activity. <i>Creating a school club link. - Approximately 33 different pupils took part over the year.</i></p> <p>Engaging a different group of pupils. <i>Approximately 35 pupils took part over the year.</i></p>	<p>Continued provision of opportunities.</p> <p>Maintain additional provision in 2022-2023.</p> <p>Ensure targeting of specific pupils such as PP or SEN pupils to improve participation further.</p> <p>Dance group to work towards and take part in 'Dance Live' event and school show - Dec 2022 and March 2023.</p>

Key indicator 5: Increased participation in competitive sport				Percentage of total allocation:
				£700 2%
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:
1. Enabling pupils to take part in a wide range of competitive sports and activities provided by PESSA and governing bodies.	Funding for P.E. HLTA's to support staff Competition entries	Costed in Key Indicator 1 £300 £400 <i>Two days supply cover to release staff and add capacity</i>	Greater number of pupils involved in school games events and local festivals.	More staff being minibuss trained
2. Inter House competitions	Regular Level 1 School Sports events with all pupils participating and representing their house.		All pupils taking part in and experiencing competition within a variety of sports e.g. hockey, netball, football, athletics, cross-country.	Considering the timetable and putting dates in the diary to ensure this continues.
3. Sports Days - to support staff with running the event	Additional staffing and equipment		Professional and well run sports days with all pupils taking part and experiencing a variety of activities.	Continue to run the event at QE and develop the activities on offer.

Signed off by:	
Head Teacher:	Mr Mark Legge
Date:	September 2022
Subject Leader:	Mrs Sandy Darragh
Date:	September 2022
Governor:	Mr Richard Dent
Date:	September 2022