

# 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](#)

Created by: [Association for Physical Education](#) [Partnerships](#) [Youth Sport Trust](#) [Active Partnerships](#) [Youth Sport](#)



Supported by:





## Details with regard to funding

Please complete the table below.

Total amount carried over from 2019/20	- £ 1,580.97overspend
Total amount allocated for 2020/21	£18,099
How much (if any) do you intend to carry over from this total fund into 2021/22?	£12,078.51
Total amount allocated for 2021/22	£19,650
Total amount of funding for 2021/22. To be spent and reported on by 31st July 2022.	£31,728.51

## 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. <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>	
What percentage of your current Year 6 cohort swim competently, confidently and proficiently over a distance of at least 25 metres? <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 2020. Please see note above	77%
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	72%
<b>What percentage of your current Year 6 cohort perform safe self-rescue in different water-based situations?</b>	61%

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?	No
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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: 2020/21	Total fund allocated:		Date Updated:	
<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				Percentage of total allocation:
				40.5%
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>Increase the number of children engaging in at least 30 active minutes across the school day</p> <p>To increase motivation to be more active with the ability to monitor own progress and achieve personal bests.</p>	<p>→ Purchase Moki Bands for 2 parallel year group classes to pilot their use.</p> <p>→ Continue to provide time for ‘The Daily Mile’ at least 3 times per week</p>	£ 2,916	<ul style="list-style-type: none"><li>• Pupils more self-aware of physical activity levels, have improved self-esteem through improvement of personal best data, beating personal step counts</li><li>• Pupils encouraged and motivated to be more active, engage more often in activity.</li><li>• Teachers able to monitor daily steps and</li></ul>	<p>Ensure that all staff know how to use the data from Moki bands for measuring improvements in activity.</p> <p>Moki bands are not to be taken home at the end of the day to enable data to be uploaded and privacy of child.</p> <p>Use the Moki bands in Yrs 3-6 to monitor the children’s</p>

			linked data to monitor progress and identify less active groups	<p>activity during the day. Moki bands and to be given to 1 class in each year group per week on a rotational basis.</p> <p>Subject leader to download the data and share with children in Celebration Worship every fortnight. An active award will be awarded to a class and then a year group. This is to encourage improve daily activity for all abilities.</p>
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<p>Provide a variety of alternative activities to try and engage the least active or specific targeted groups</p>	<p>→ Provide all staff with access to '5 a Day Fitness' which is a progressive range of 5 minute dance routines</p> <p>→ Provide staff with other ideas for 'brain breaks' such as Go Noodle</p> <p>→ Introduce Speed Stacking with 2 taster days (workshops for each class) to inspire and motivate as an alternative activity.</p> <p>→ Purchase class sets of stacking cups for all KS1/2 classes</p>	<p>£380</p> <p>£6711</p> <p>£700</p> <p>Included in above</p> <p>£150</p>	<ul style="list-style-type: none"> <li>• Increase in stamina and fitness of all pupils</li> <li>• Increased focus and concentration</li> <li>• Children provided with a fun, structured 'brain break' which is active and energising</li> <li>• Engage least active pupils</li> <li>• Provide an alternative activity to mainstream sports</li> <li>• Provide another activity for class teachers to use as a 'brain break' to increase concentration and focus</li> <li>• Increase motivation and engagement in activity through perseverance and repetition, increasing personal best</li> </ul>	<p>Staff will use the speed stacking equipment and techniques to engage children in lessons across the curriculum, such as maths challenges.</p> <p>All staff are to be given access to the 5 a- day fitness subscription.</p> <p>Subject leader to show staff the websites that are available that they are able to access, related to speed stacking.</p> <p>To consolidate skills, children and staff will undertake a refresher workshop in the Speed Stacking activities.</p> <p>Subject leader to monitor the use of the speed stacking equipment and collect pupil voice to assess use and engagement.</p> <p>SSP to support and create the provision of targeted lunch time clubs for SEN, EAL and PP children.</p> <p>Subject leader to use data analysis to identify the children that will be invited to attend the clubs.</p>
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	<ul style="list-style-type: none"> <li>→ Skipping Launch Day Event to introduce as a High Intensity activity alternative to 'The Daily Mile'</li> <li>→ Purchase a class set of skipping ropes for each class</li> <li>→ Encourage teachers to include skipping as a 'brain break' - add to their toolbox of energising activities.</li> </ul>	<p>£2145</p> <p>Included in above</p>	<ul style="list-style-type: none"> <li>• Build on 'Growth Mindset' attitudes by inspiring children to be ambitious with their targets</li> <li>• Increase fitness and stamina of pupils</li> <li>• Promote an active lifestyle for the children.</li> </ul>	<p>Subject leader to carry out Pupil Voice with targeted children before attending and after attending clubs to assess impact.</p> <p>Using the skipping workshops that have taken part children are to take part in a sponsored skip to raise money for charity.</p>
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Key indicator 2: The profile of PESSPA being raised across the school as a tool for whole school improvement				Percentage of total allocation:
				1.3%
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:
To raise the profile of PE across the school	<ul style="list-style-type: none"> <li>→ Use SSSP to train Junior Supremos (year 5 or 6 sports leaders) to organise activities at lunch and break times.</li> <li>→ Use SSSP to train Midday Supervisors to facilitate and organise activities in the playground</li> <li>→ Purchase equipment for playground and lunchtime activities</li> </ul>	<p>£34 (12 x badges, 1 x toolkit)</p> <p>£371</p>	<ul style="list-style-type: none"> <li>• Junior Supremos raise the profile of active play amongst younger pupils, increase the range of activities on offer in a safe environment.</li> <li>• Children are more active and 'occupied' resulting in a decrease in behaviour incidents. Junior Supremos also develop confidence, leadership, communication and social skills through increased responsibilities</li> </ul>	<p>Toolkits are available on all playgrounds for staff and supremos to access.</p> <p>Book Junior Supremo course 18th October for the new Yr 6 to build their skills for Year 22/23.</p> <p>Ensure access for PP/SEN and EAL and are engaged in the lunchtime sports activities.</p> <p>In September, the Subject leader to complete a pupil voice questionnaire across the school to identify how the children currently feel about PE and area where we could improve how children experience PE.</p>



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	<ul style="list-style-type: none"> <li>→ Ensure that classes are recognised for participation in school and external sporting clubs through assembly/celebration/certification etc.</li> <li>→ Sport achievements are also celebrated on the PE board.</li> <li>→ Ensure that physical activity has a feature in newsletters after any attendance at a sporting event.</li> <li>→ Invest in real PE as a resource which is an approach to PE which develops the whole child and is based on outstanding teaching and learning contributing to whole school development</li> </ul>		<ul style="list-style-type: none"> <li>• Preparing them for transition to secondary school.</li> <li>• Midday supervisors feel more confident to oversee activities and start to develop better relationships.</li> <li>• Children are more focused after break times as a result of being active</li> <li>• A new teaching resource, coupled with training gives a renewed energy to the delivery of PE, and highlights the subject again. Whole child assessment is transferable across other subjects as is the teaching and learning framework.</li> </ul>	<p>Subject leader with Junior Supremos are to update the PE display on a regular basis with photos, feedback from children and reports about events that have been attended by the school e.g. Cross Country</p> <p>Staff to act as role models for children and promote the activities that they participate in.</p> <p>Good relationships are sustained between all children and our Lunchtime Supervisors.</p>
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Key indicator 3: Increased confidence, knowledge and skills of all staff in teaching PE and sport				Percentage of total allocation:
				54.6%
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:
<p>crease confidence, knowledge and skills of all staff in teaching PE and Sport through targeted CPD and support</p> <p>Ensure that teachers have resources to deliver high quality lessons</p>	<p>→ Buy in to Sutton Schools Sport Partnership to support with PESSPA for 2 year</p> <p>→ Use Sutton Schools Sport Partnership (SSSP) to support staff through Model Lessons, Team Teaching and observation</p> <p>→ Schedule PE Staff meeting with SSSP</p> <p>→ ECT training with SSSP</p> <p>→ Pay annual subscription to Jasmine Platform (21/22)</p> <p>→ Invest in whole school real PE training - dates booked for 14/15 September, 2022</p> <p>→ Book Subject Leader onto first 3 modules of real PE training</p> <p>→ Audit equipment and place order to ensure teachers have everything</p>	<p>£4559 £4559</p> <p>£75 £200 (Supply)</p> <p>£495 £1795</p> <p>£500 (Supply) £500</p> <p>£500 (supply)</p>	<ul style="list-style-type: none"> <li>Staff feel more confident to deliver high quality PE lessons as they have observed bespoke lessons.</li> <li>Knowledge and skills increase which will enable them to offer challenge to all children regardless of ability.</li> <li>Due to challenge offered, all children are actively engaged in lessons that are taught.</li> <li>Due to skills taught children are able to access a range of different sports.</li> <li>Having the correct resources ensures that the teachers are able to teach the lessons effectively.</li> </ul>	<p>Staff are to be given their own individual access to the REAL PE platform before the twilight on the 14th September 2022.</p> <p>After observing bespoke lessons from SSSP, the subject leader will complete observations of PE lessons to assess how the staff are using the new scheme.</p> <p>Resources for PE lessons will be given to Year groups and will be stored in classrooms. Larger PE equipment will be kept centrally in the PE cupboard. All year groups will receive their resources before the training on the 15th of September.</p> <p>Subject leader to complete pupil voice across the school on how the pupils feel about their PE lessons.</p>

	<p>they need to deliver their lessons</p> <p>→ 1 pack per year group(7)</p> <p>→ Purchase 2 chrome books to use outside to be able to access Jasmine and to gather evidence of progress</p> <p>→ Purchase 3 external whiteboards (1 for each playground) to assist with delivery outside.</p> <p>→ Imoves Subscription</p> <p>→ Purchase Enrich Education (outdoor education resource hub-two- year subscription, have site mapped for orienteering)</p> <p>PE conference</p>	<p>£1472</p> <p>£438</p> <p>£360</p> <p>£2052</p>		<p>Subject leader to monitor log ins of the staff to ensure consistency across the school.</p>
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Key indicator 4: Broader experience of a range of sports and activities offered to all pupils				Percentage of total allocation: 0% inc in other KPI
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:
To offer alternatives for children to increase active participation in PE	OAA (Orienteering & Outdoor activities) Archery – training (Arrows) Dodgeball Speed Stacking	£covered above	<ul style="list-style-type: none"> <li>Arrows club has boosted attendance in after school sports activities. It was attended by a diverse group of our school community that have thoroughly enjoyed the opportunity to take part. They have stated that they would definitely attend this club again.</li> <li>Children worked effectively in teams during the dodgeball and archery sessions.</li> <li>Promotion of sports not just being about football and netball.</li> <li>Children actively engaged in speed stacking. They actively worked independently and as teams to achieve the tasks that were set.</li> </ul>	<p>To continue to use the Arrows workshops in September using Sports Premium funding.</p> <p>Offer each year group in Key Stage 2 an opportunity to attend this club after school.</p> <p>Speed stacking workshop equipment has been purchased.</p> <p>Second workshop booked for children as further training in the skills needed to continue accessing these alternatives.</p> <p>Staff twilight booked for further training to use the equipment that has been purchased.</p> <p>Teachers promote the</p>

				speed stacking activities and use them in a variety of lessons, not just PE to engage the children.
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Key indicator 5: Increased participation in competitive sport				Percentage of total allocation:
				3.6%
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:
<p>Increase the number of competitive opportunities offered to all pupils, including targeted groups such as PP, SEN, EAL</p> <p>Develop a broader range of extra-curricular clubs to cater for all abilities and needs</p>	<p>→ Enter as many School Games competitions and Festivals as possible to include a large proportion of the school population</p> <p>→ EG. District Cross Country, Quick sticks ( PP/EAL),</p> <p>→ Pilot an Archery/dodgeball (Arrows) club for one group in summer 2 with a view to offering it to every year group in academic year 22/23</p> <p>→ Community Advantage netball/football clubs</p> <p>.</p>	£1176	<ul style="list-style-type: none"> <li>Arrows club that has been offered to our Year 6 children has enabled us to offer competitive opportunities for our pupils. This club was attended by a range of our targeted groups such as, EAL, PP and vulnerable children.</li> <li>Children are more enthusiastic about taking part in competitive activities.</li> <li>Feedback and awards to be given in Celebration Worship.</li> </ul>	<p>Book Arrows club for the new academic year (Sept 22/23) to offer each group in turn the opportunity to attend.</p> <p>Participate more in borough wide sports such as Football, Netball, athletics etc</p> <p>Children are to attend the Panathlon event organised by SSSP – this is specifically for SEN children. This will give children motivation and inspiration to achieve in PE.</p> <p>Book some taster sessions for the children with Yoga teacher – specifically to introduce yoga techniques and journaling to reduce</p>

				<p>anxiety and stress levels in children in all years.</p> <p>Subject leader to carry out pupil voice for feedback on this new activity that is being offered.</p>
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Signed off by	
Acting Head Teacher:	L Porter
Date:	18/7/22

Subject Leader:	H Toms
Date:	18/7/22
Governor:	M Swain
Date:	20/07/22



