

Evidencing the impact of the Primary PE and sport premium

Website Reporting Tool

Revised
July 2022

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 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:



Supported by:



Details with regard to funding

Please complete the table below.

Total amount carried over from 2020/21	£0
Total amount allocated for 2021/22	£20,380.45
How much (if any) do you intend to carry over from this total fund into 2021/22?	£0
Total amount allocated for 2021/22	£20,380.45
Total amount of funding for 2021/22. To be spent and reported on by 31st July 2022.	£20,380.45

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 2020. Please see note above	87%

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	79%
What percentage of your current Year 6 cohort perform safe self-rescue in different water-based situations?	74%
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

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:	Date Updated:		
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: 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:		Evidence of impact: what do pupils now know and what can they now do? What has changed?	Sustainability and suggested next steps:
<p>All children have access to increased amount of regular physical activity during the school day. They take part in regular weekly PE lessons and daily skipping exercise.</p> <p>There is an increase in the range of activities and games on offer as well as increase in frequency of activities. The impact of this is planned so that an increased number of pupils are participating in physical activity.</p>	<p>New playground equipment and boxes have been purchased for pupils for each year group. This equipment is specifically used during playtimes and lunchtimes to enable pupils to be physically active during these sessions and develop their team games.</p> <p>A range of different equipment is being offered to enable children to learn and consolidate different skills.</p> <p>Throughout the year, the children in Year 4 and Year 5 have been swimming to ensure that the National Curriculum requirements</p>		<p>£394.45</p> <p>Playground equipment and boxes purchased. The impact has increased the amount of active time during playtimes and lunchtimes. A play and lunch timetable are in place for children to access the Muga and to play different sports. The additional space of the Muga sports pitch has enabled a variety of different games to be offered such as football, basketball and tennis.</p> <p>Discussions with the children reveal that they enjoy using the equipment to play team games during their play and lunch times.</p>	<p>Pupil conferencing to suggest ideas for further improvements in active play and lunch times.</p> <p>To set up interventions for targeted groups of children and EYFS children.</p>

	are met and water safety skills have been developed.			
Key indicator 2: The profile of PESSPA being raised across the school as a tool for whole school improvement				Percentage of total allocation:
				96%
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 promote a healthy lifestyle- children sponsored to dance for an hour within their classes as part of fundraising event.	Children who took part were entered in to a prize draw to win match tickets for BFC v Leicester football game.	£36, 000 over the year BFC	Staff, parents and pupils to support the view that PE is an important subject, which improves health and social skills. Increased health, wellbeing and fitness of our pupils. Pupils understand that a healthy body means a healthy mind.	Teachers to promote PESSPA with cross curricular links to other theme subjects. These will be identified on Year group curriculum maps. To ensure the PESSPA display board is actively used to promote PE within the school.
To develop playground leaders' scheme.	There are 16 children who are (year 6 and Year 5 in Summer Term) sports ambassadors. These children have been trained on how to run successful sessions safely, how to communicate to younger children and develop their leadership qualities with the supervision of Coach Wall.		Pupils enjoy having the sports ambassadors leading team games and activities supporting pupils during their play and lunch times. The sports ambassadors act as role models and can voice their opinion on school sports and what it should look like in Reedley.	

Key indicator 3: Increased confidence, knowledge and skills of all staff in teaching PE and sport				
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 are provided with weekly training and development, working alongside a sports specialist on a weekly basis with a CPD package.	To Increase staff confidence and ability to teach high quality PE that meets the needs of all learners and provides a challenging curriculum. Coach Wall has implemented an overview of the different topics	Inc in the BFC cost	The curriculum aims to provide a full and varied curriculum which aims to increase children self confidence in a supporting environment. Each child receives high quality teaching through carefully planned differentiated and challenging sessions.	Staff to continue to develop CPD with the guidance of professional coaches.

that will be taught in each year group during the year.

Teachers have been reflecting on their practice and setting weekly targets during their PE sessions to target and develop in their next PE session. The targets have been set by teachers and are specific to each teacher thus aiming to develop their subject knowledge and delivery of different topics within PE.

Key indicator 4: Broader experience of a range of sports and activities offered to all pupils				
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 develop playground leaders' scheme.	The sports ambassadors support the children during their play and lunch times with team games and using the equipment safely.	Included in BFC		Maintain the Silver games award. Ensure that children continue to be given opportunities during play and lunch times to take part in a range of sports.
Children have been taking part in a range of sporting activities which have been offered to our pupils after school.	There have been a range of different clubs taking place at least four times a week which enable children to take part in different sports activities.		Children from different year groups have been provided with opportunities to attend to sports activities after school. Some after school clubs have been to develop skills for competitive team games such as the girl's football or NFL football tournament. Children have been able to develop their skills prior to tournaments.	To continue to provide increased participation in competitive sport.
Children attended a SWAT cluster group event to take part in sports at the prairie.		£1000	A group of children took part in a cluster event. These children	3% of allocation To continue to make links with the wider community.

To increase awareness of sports and its importance as part of a healthy life style.

All children took part in sports day in their phases. It encouraged the children to have fun and get active taking part in lots of different physical challenges.

were exposed to different skills and enjoy participating and playing team games with other children from different schools.

Parents were welcomed to celebrate the achievements of children during sports day.

Key indicator 5: Increased participation in competitive sport			
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?
To continue to increase the proportion of children taking part in intra and inter school competitions.	<p>Embed School games values into PE and school sport.</p> <p>Children have taken part in competitive games at the leisure box for different sports. Different year groups have been offered opportunities to take part in competitive sport. Children from KS1 and KS2 have attended a football festival at the prairie.</p>	Included in BFC	<p>Competitive opportunities have been provided and children have been able to access after school clubs to reinforce and practice skills prior to taking part in the competitions.</p> <p>Teamwork and co-operation are being developed and celebrated throughout school e.g., assemblies, lunchtimes and playtimes.</p>
			Sustainability and suggested next steps:
			Encourage children show a commitment to working collaboratively in a team when competing and taking part in inter and intra school competitions.

Signed off by	
Head Teacher:	<i>Sarah J Bell</i>
Date:	13.07.22
Subject Leader:	<i>Shaista Jaleel</i>
Date:	13.07.22