

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 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 2021/22	£0
Total amount allocated for 2022/23	£19280
How much (if any) do you intend to carry over from this total fund into 2023/24?	£0
Total amount allocated for 2022/23	£19280
Total amount of funding for 2022/23. To be spent and reported on by 31st July 2023.	£19280

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>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</p>	<p>TO BE COMPLETED ONCE Y6 HAVE ATTENDED THEIR SWIMMING LESSONS 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>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.</p> <p>Please see note above</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>What percentage of your current Year 6 cohort perform safe self-rescue in different water-based situations?</p>	%
<p>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?</p>	Yes/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:		
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: 37%
Intent	Implementation		Impact	Sustainability and suggested next steps:
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?:	
Swimming subsidy to provide additional swimming sessions for Y6 pupils to those routinely organised for Y4 and Y5 as part of TPPA PE curriculum due to disruption caused by Covid pandemic restrictions.	Y6 pupils completed a terms worth of additional swimming teaching in Autumn Term	£1000		
Provision of lunchtime Play Leaders course to train Year 5 pupils to lead sport games on KS1/EYFS Playground.	16 Lunchtime Playleaders trained by Coach Unlimited staff and supported in initial Lunchtime Playleader led sessions	£1500		
Provision of a skipping course for all pupils in KS1/2 including the purchase of skipping ropes for all pupils	Re-run skipping programme which was run 5 years ago complete with the purchase of skipping ropes for all pupils	£1500		

Purchase of new inclusive playground sports equipment to develop participation in sporting activities at play and lunch times.	New resources purchased to increase the availability of active resources to facilitate increased exercise/movement and the development of cooperation.	£3000		
Key indicator 2: The profile of PESSPA being raised across the school as a tool for whole school improvement				Percentage of total allocation: 44%
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 provide pupils with sport specific coaching to enhance teaching of PE curriculum and upskill teachers. Also links to Key Indicator 3 : Increased confidence, knowledge and skills of all staff in teaching PE and sport	Specific sports-based coaches work with individual year groups to deliver at least one unit of the school PE curriculum. All teachers actively involved in Coach led sessions to develop staff subject knowledge and confidence in teaching PE.	£6000		
EYFS Gross Motor Skill Development course – Coach Unlimited Also links to Key Indicator 3 : Increased confidence, knowledge and skills of all staff in teaching PE and sport	Weekly EYFS, Coach Unlimited led session completed. Teachers identified priority pupils based on assessment of gross motor skills starting from Reception baseline assessments, EYFS teaching assistants active participants in sessions raising ability to lead activities in EYFS based on developing gross motor skills.	£2500		

Key indicator 3: Increased confidence, knowledge and skills of all staff in teaching PE and 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:
See above sections.		£		
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?:	Sustainability and suggested next steps:
Additional achievements: See above – Skipping and coaching		£		

Key indicator 5: Increased participation in competitive sport				Percentage of total allocation:
				17%
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:
Provision of after school and lunchtime sports clubs by Coaches	Sports relating to coaches used in school. Football, rugby, multi-sports and dance.	£2000		
Organisation of Three Peaks Day of Sport	Comprehensive athletics development day with competition in afternoon. Day to include bought in sports coaches and running costs.	£1000		
Fund membership of Tamworth School's Partnerships.	Membership paid and PE Lead attended all meetings. School participated in a range of sporting events organised by Tamworth School Sports Partnership.	£300		

Signed off by	
Head Teacher:	Richard Penn-Bourton

Created by:



Supported by:



Date:	
Subject Leader:	Mark Hughes
Date:	
Governor:	
Date:	