

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 2019/20 | £ 0 |
| Total amount allocated for 2020/21 | £17,900 |
| How much (if any) do you intend to carry over from this total fund into 2021/22? | £ 0 |
| Total amount allocated for 2021/22 | £ 17,930 |
| Total amount of funding for 2021/22. To be spent and reported on by 31st July 2022. | £25,292.77 |

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>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> | 90% |
| <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> | 90% |
| <p>What percentage of your current Year 6 cohort perform safe self-rescue in different water-based situations?</p> | 100% |
| <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 |

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: | |
| | | | % | |
| 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: |
| Use Absolute Education as a tool to track children's participation in PE and school sport. | Track children's participation in after school clubs to identify the less active. | £325.0 | The school has a clear profile of those children who are more or less active. | |
| Resources to support the delivery of PE lessons. | Lessons are appropriately equipped with good resources. | £123.52 | The quality of the PE lesson is high as the children have appropriate equipment. | |
| Weighted hoops for swimming so children can increase in water confidence. | Children encouraged to retrieve the hoop at different depths depending on their level. | £74.0 | More children will be able to collect the hoop and achieve the level. | |
| Storage units to hold playtime equipment in order to increase physical activity. | Children encouraged to be more physically active at playtimes. | £417.0 | Children will be more physically active at playtime and consequently more alert during lessons. | |

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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: |
|---|---|--------------------|--|--|
| | | | | % |
| 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: |
| Signage to promote the new and improved St George's swimming awards. | Signs purchased to be displayed in the pool, so children are clear of the progression in swimming. | £1,317.0 | Children are awarded certificates when they achieve the skills for that level. | |
| Scooters and bikes to encourage more active play at playtimes for KS1. | Children given the opportunity to play on scooters and balance bikes during playtime to encourage active play and improve co-ordination. | £1023.80 | Children more physically active during playtime. | |
| Playtime equipment to encourage more active play at playtimes for KS1 & KS2. | Children more active at playtime with improved energy levels and co-ordination. | £290.45 | Children more physically active during playtime. | |
| Swimming coach employed to teach high quality swimming across the school. | Swimming coach to teach swimming across the school for each class. | £3,648.0 | Children benefit from having their own swimming coach who understands their needs and ability levels so children thrive. | |
| TA employed to support the PE coach in delivering high quality PE lessons. | TA supports the PE coach with setting up for the lesson, interventions, meeting individual needs and so on. | £7,679.0 | The lesson runs smoothly and no time is wasted so children receive a high quality lesson. | |
| PE coach employed to deliver high quality PE lessons and organise competitive sport and extra-curricular activities. | PE coach ensures that lessons are of high quality and organises competitive sport through SASP. A timetable of extra-curricular clubs are offered and promoted. | £8,728.0 | Children reach their full potential as a result of their high quality PE lesson. Opportunities are given to engage in more competitive sport and access a range of after school clubs. | |

| 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: |
| | | £ | | |
| 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: |
| Ensure children have access to sports festivals by paying for the transport. | Reduce barriers to participation by paying the transport costs to enable children to experience sports festivals. | £220.0 | ALL children can access and experience sport festivals. | |

| Key indicator 5: Increased participation in competitive 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: |
| SASP buy-in to attend Competitive Sporting Events, Festivals and Support. | Children given the opportunity to engage in competitive sport. Children attend festivals to try out new sports and socialise with other schools. Support and advice provided when needed. | £1422.0 | More children are engaged in competitive sport. More children are exposed to different sports which they may take up. St George's sports team are more confident with their role due to the support from SASP. | |
| Affiliation to Somerset cricket so children can be inspired by professional sport. | Children can attend the Somerset County cricket ground to watch professional cricket. | £25.0 | Children inspired by professional sportsmen and sportswomen. | |

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| Signed off by | |
| Head Teacher: | Edwina McDonnell |
| Date: | 22/2/22 |
| Subject Leader: | Damian Lake |
| Date: | 22/7/22 |
| Governor: | Helen MacConnell |
| Date: | 22/7/22 |