

# 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](http://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	£5,982
Total amount allocated for 2020/21	£21,080
How much (if any) do you intend to carry over from this total fund into 2021/22?	£15,731
Total amount allocated for 2021/22	£21,080
Total amount of funding for 2021/22. To be spent and reported on by 31st July 2022.	£36,811

## 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 2022. Please see note above	96.7%
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	50%
<b>What percentage of your current Year 6 cohort perform safe self-rescue in different water-based situations?</b>	93.3%
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

## 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: 2021/22	Total fund allocated:	Date Updated:		
<b>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</b>			Percentage of total allocation: 67.5%	
Intent	Implementation	Funding allocated:	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:		Evidence of impact: what do pupils now know and what can they now do? What has changed?:	
EYFS/Y1 playground to be provided with interactive playground markings to encourage active play and learning during break/lunch times.	Contact a range of companies to provide quotes for interactive playground markings. Ensure that markings chosen provide opportunities for outdoor learning (100 square, alphabet shapes etc.) as well as interactive play during play and break times.	£6,095	Playground markings to be implemented during the upcoming summer holidays and will be available to children as of Sept 2022.	Monitor the use of the playground markings on EYFS/Y1 playground during both lessons and play times. Speak to staff about whether they have been successful and whether any others can be provided to support the children's active play times. Discuss with staff about providing playground markings on KS2 playground.
Provide children with a safe and clean outdoor space to use for active play times and PE lessons.	Repair boggy and muddy area outside of Y3 classrooms on the playground with artificial grass area.	£11,895 (contribution towards total of £14,800)	Children now use this softer area for active play times – primarily gymnastics (handstands competitions, cartwheeling etc.). It is also under the outdoor speakers	Monitor the use of the area and its use during break and lunch times. Consider using it for more PE lessons and speak to staff as to how this can be

			<p>so is used by the children as an area for dance when music is on during their lunchtimes.</p> <p>The area has also been used in a range of different PE lessons: e.g. in Y2 it was used to show how the children had to adapt their skills to control balls on different sporting surfaces.</p>	incorporated more often.
Children will be provided with good quality equipment to aid their physical learning.	On-going purchase of equipment throughout the school year when requested by staff or children's voice.	£4,361	<p>Children provided with high-quality PE equipment to raise the profile of active play-times and PE lessons.</p> <p>In conversations with children across a range of classes, they asked for particular equipment for their active play trolleys. This equipment was provided to encourage more active breaks.</p>	Continue to talk with children across all year groups to speak with them about what equipment they would like on their play trolleys. Replenish and provide equipment when needed for new sports or when new equipment is required.
Increase activity (and choice of activities) during break times for all year groups.	Playtime trolleys and equipment purchased for phases on the main playground (R/Y1, Y2, Y3/4 and Y5/6). Range of equipment such as bean bags, Frisbees, skipping ropes etc.	£2,490	<p>Children have used the equipment regularly and have increased their participation in active games during playtimes. They have also learnt to take responsibility for the equipment and made sure that it is returned to the trolley at the end of each break time.</p>	Continue to monitor the usage of equipment from the trolleys and replenish when needed. Speak to the children about which equipment they enjoy the most and if there is any other equipment that they would like adding to the trolleys.
<b>Key indicator 2: The profile of PESSPA being raised across the school as a tool for whole school improvement</b>				Percentage of total allocation:
				2.2%
<b>Intent</b>	<b>Implementation</b>		<b>Impact</b>	

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:
Attendance of POINTS network meetings by lead P.E staff. This will ensure that any opportunities to increase participation in sport is acted upon and put in place for the children in school, particularly options throughout COVID.	Attend all POINTS network meetings. Consider how advice given in these meetings can be used to share ideas and practices. Use the opportunities provided by POINTS network to engage children in sporting events, festivals and activities outside of school as much as possible.	£800	All PE leads have been kept up to date with on-going information about local and national training opportunities relevant to PESSPA within school. PE lead kept up-to-date with current requirements for supporting the development of PESSPA in school.	Continue to attend all POINTS meetings and monitor any opportunities to improve PE across school.

<b>Key indicator 3: Increased confidence, knowledge and skills of all staff in teaching PE and sport</b>				Percentage of total allocation:
				16.0%
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:
Increase staff's confidence, knowledge and skills in teaching gymnastics to all children in school. This will improve the quality of teaching of gymnastics over future years as well as in the short term.	Employ an external gymnastics coach through POINTS network to provide CPD for all teaching staff across the school in how to teach effective and safe gymnastics.	£4,400	Through discussions with staff in school, they have reported that they feel more confident in teaching gymnastics independently moving forward. It helped that the CPD coach was predominantly using Get Set 4 PE as a structure for her lessons so that the staff felt confident in replicating similar lessons in future years. She also gave advice	Continue to speak to all members of staff in relation to teaching of specific areas of PE and consider the areas that staff feel less confident in teaching. Ensure through drop ins over the next year that staff are continuing to use and build on the gymnastics CPD that was delivered this year.

			on how to slightly alter the planning to get the best out of the children and encourage wider sporting skills rather than isolated gymnastics teaching.	
Show clear progression in PE across year groups and key stages. Have a more rigorous planning template in place for all staff to follow.	Re-sign to Get Set 4 PE planning.	£550	Staff have continued to give very positive feedback about the structure of the planning and its effectiveness in helping them plan and deliver high quality PE lessons. We have used the overviews to compile an extensive coverage of all strands of PE in school and ensure that there is clear progression in all strands and throughout all year groups and key stages. It has been a vital tool to ensure that we have the progression and overview as a whole primary school.	Continue to discuss its effectiveness with staff in school. If there is anything they feel could improve it, then provide feedback to Get Set 4 PE. Adapt school planning where necessary when Get Set 4 PE doesn't fit with our school overview.
Sports Staff in school to meet on a half-termly basis to discuss sporting needs in school – considering impact on children and how to help develop staff in school.	<ul style="list-style-type: none"> <li>Meet on a half-termly basis.</li> <li>Update all Sports Premium documents and ensure that money is being allocated to allow children to improve physical activity.</li> <li>Ensure that CPD opportunities are provided for staff.</li> <li>Ensure progression of all sporting strands across the whole curriculum.</li> </ul>	£750	All Sports Premium documents up to date and published in respective places. CPD opportunities have been provided to staff who have requested them/where they have been possible to deliver. Entire KS1 and KS2 curriculum has been formatted into skills, knowledge and concepts that need to be met for each year group in each sport. This will ensure	Sports staff continue to meet on a half-term basis to ensure all planning, CPD opportunities and activities for children are arranged and in place where needed.

			progression across all PE strands and year groups.	
Improve our ECT's knowledge of teaching PE and sport in school to allow improved quality of teaching.	Send ECT on gymnastics CPD course designed specifically for ECTs to improve knowledge and confidence of teaching.	£200 (cover cost)	ECT reported improved knowledge and confidence in teaching gymnastics. She also gave feedback to members in her year group team in terms of top tips in teaching gymnastics to KS1 children.	Continue to monitor CPD opportunities for ECTs in school and provide these where appropriate.
<b>Key indicator 4: Broader experience of a range of sports and activities offered to all pupils</b>				Percentage of total allocation: 1.8%
<b>Intent</b>	<b>Implementation</b>		<b>Impact</b>	
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:
Raise the profile of skipping as a positive exercise and activity for the children. Encourage children to skip more often in school, particularly during play times and lunch times as part of their active play.	Take part in the Sheffield Schools Skipathon (November). Provide children with more opportunities to continue skipping after the Skipathon during play times.	(as priced in indicator 1 – purchasing of skipping ropes)	All children in school took part in the Skipathon. Many children in KS1 can now skip who couldn't before. Children in KS2 have learnt new skipping skills. Both KS1 and KS2 children have been provided with skipping ropes during break and lunch times to continue their skipping practice and encourage active break times.	Continue to encourage children to use skipping ropes as an activity during break and lunch times across KS1 and KS2.  Continue to participate in the Sheffield Skipathon every year linked to POINTS network.



<p>Provide all children in school the opportunity to meet a professional athlete (of a less-played sport) to raise the profile of this sport in school.</p>	<p>Arrange for Paul Sturgess (former professional basketballer) to come to school and speak to all children in a range of assemblies. Also work with some children in small group work to develop basic basketball skills.</p>	<p>£480</p>	<p>All children in school had the opportunity to meet Paul throughout the day. Year 3 and 4 worked directly in short skill sessions with him during the morning and Year 5 and 6 in the afternoon. The profile of basketball was raised in school and we bought playground equipment to encourage the children to play more basketball during their active playtimes.</p>	<p>Identify sports where we could raise the profile of in school to encourage children to have a wider interest in sport (other than football). Continue to monitor opportunities to have well-known sports stars in school.</p>
<p>Provide Y5/6 children the opportunity to attend a climbing/bouldering competition to broaden their experience of sports and activities.</p>	<p>Enter the Sheffield bouldering competition and open this opportunity to all Year 5 and 6 children, irrelevant of prior experience.</p>	<p>£180</p>	<p>18 Y5/6 children had the opportunity to attend the bouldering competition at The Climbing Works. More than 50% of the children had not climbed before.</p>	<p>Continue to enter the bouldering competition each year and provide a range of children this new sport. Continue to monitor opportunities to undertake new and different sports for all children in school.</p>

Key indicator 5: Increased participation in competitive sport				Percentage of total allocation:
				12.5%
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:
School signing up to Sheffield Federation for School Sport (SFSS).  Children will participate in a range of different sports across the city against different schools.	School to sign up for SFSS.	£80	Children have access to range of inter-school competitions across Sheffield.	Continue to sign up for this in the future. Look at all of the sports on offer from SFSS and see about the possibility of entering any more competitions on offer.
Provide children the opportunity to attend a range of different sporting competitions across the city and across a range of different sports.	Organise transport to and from venues when necessary to ensure that children are provided with as many opportunities as possible to participate in competitive sport.	£2,850	Children competed at a range of different sporting events over the year (Network Games, Cricket, Football, Tri-golf)	Continue to provide transport for children for inter-school competitions when needed.
Ensure that all children in KS1 have the opportunity to compete at an external sporting festival.	Sign up to KS1 sports competition package with POINTS network to provide opportunities for Y2 children and sign up for the Network Games with POINTS network to ensure the opportunity for Y1 children.	£730	All children (100%) in Y1 and Y2 had the opportunity to compete in an external sporting festival. Most didn't have a huge level of competition but provided the children with the experience of external sporting events. Y2 classes experienced indoor athletics, a Santa fun run and tennis as their sports over this year.	Continue to ensure that all children in KS1 have the opportunity to experience an external sporting event in both Y1 and Y2.

Children experience external sporting events with their class teacher to build relationships with staff and experience sporting competition.	Provide cover costs for children/classes remaining in school to allow class teachers to attend sporting events with the children.	£950	A range of children in school were able to attend external competitions with a known and trusted adult (always the class teacher).	Continue to ensure that teaching staff are able to attend sporting events alongside the children to continue to build and embed these relationships.
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Signed off by	
Head Teacher:	Emma Hardy
Date:	21/07/2022
Subject Leader:	Alistair Stedman
Date:	21/07/2022
Governor:	Kevin Corke
Date:	21/07/2022