

Evidencing the impact of the Primary PE and sport premium

Website Reporting Tool

Reviewed 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](#).



Details with regard to funding

Please complete the table below.

Total amount carried over from 2020/21	£1400
Total amount allocated for 2021/22	£20,790
How much (if any) do you intend to carry over from this total fund into 2022/23?	£150
Total amount allocated for 2022/23	£18,830
Total amount of funding for 2022/23. To be spent and reported on by 31st July 2023.	£18,980

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>Questionnaires handed out and these are the results based upon those returned.</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 2020.</p> <p>Please see note above</p>	<p>90%</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>90%</p>
<p>What percentage of your current Year 6 cohort perform safe self-rescue in different water-based situations?</p>	<p>90%</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>	<p>N/A</p>

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:		
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:	
			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:
<p>All children will be taught 2 hours of PE lessons taught weekly.</p> <p>In EYFS, children have one formal PE lesson a week and three 20 minute sessions. The focus in all lessons is largely on children’s gross motor skills development. Another focus of physical development in early years is also on children’s health, children are taught to keep themselves safe, to manage their own risk and about the importance of keeping their bodies healthy.</p> <p>From Year 1 through to year 6, children have two one hour sessions in PE, this is organised into indoor and outdoor learning and skills are progressed upon each year so that</p>	<ul style="list-style-type: none"> Ensure hall slots are organised to that every class has an allocated slot for indoor PE sessions. Ensure that it is clear to all staff which outdoor and indoor subject they are teaching for that half term with clear Age Related Expectations for the children, which not only look at expected standard but also at greater depth within that subject. Provide staff with planning documents that they can use in order to ensure that children progress within the subject area that they are teaching in. 	N/A	<ul style="list-style-type: none"> Children are excited about going to their PE lessons, they eagerly anticipate what new skills they will be learning and are able to build upon previous learning to enhance their new learning. 	<p>Ensure that there is continuation of children completing 2 hours of PE the following year, following the whole school curriculum planning and using Cambridgeshire scheme of learning to ensure high quality lessons are being taught across the school.</p>

they can play in game like situations.				
All children across the school walk the daily mile.	<ul style="list-style-type: none"> Children run/complete laps of the field over a 10 minute period. 	N/A	<ul style="list-style-type: none"> Children understand the importance of daily activity to enhance their health and mental health. 	This will continue into next year, set targets so that children aim to walk a certain distance and are enthused to walk more laps. Check with the Daily Mile website to see what the challenge is that they have set.
Race for Life	<ul style="list-style-type: none"> Parents encouraged to come and join us for our race for life event. 	N/A	<ul style="list-style-type: none"> Recognise that exercise can be enjoyable and can be a whole families activity to enjoy together. 	
Key indicator 2: The profile of PESSPA being raised across the school as a tool for whole school improvement				Percentage of total allocation: 5.2%
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:
Sharing of out of school achievements - gymnastics, triathlons etc.	<ul style="list-style-type: none"> Sharing of these enable children to be proud of what they have achieved as well as encouraging others to take part in these activities, whether that be at after school clubs or at out of school provision centres. 	N/A	<ul style="list-style-type: none"> More children attend the different clubs on offer at school being influenced by others. More children are trying different clubs outside of school based upon others experience outside of school. 	To read out in upper and lower school assemblies, to share this

New sports equipment	<ul style="list-style-type: none"> • Audit of current sports equipment and purchase of new equipment that is appropriate for KS1&2 and supports a range of activities across the school. • Risk Assessment of current equipment and spending to ensure they meet the expected standard. 	<p>£250</p> <p>£800</p>	<ul style="list-style-type: none"> • Purchase of equipment allows pupils to access the sport and have the ability to achieve their full potential. • Ensuring our equipment meets standards ensures that our children are still able to use the equipment in order to access high level PE lessons. 	Sports Coach has written down as the year has gone on what needs to be purchased for the start of 2022/2023 – if staff could do this when they realise that we need additional equipment and hand to PE lead, this will help with ordering ready for the academic year that follows.
Daily mile in between 2 hour lessons for a physical movement break as lunch and break are the other times for movement.	<ul style="list-style-type: none"> • Children run/complete laps of the field over a 10 minute period. 	N/A	<ul style="list-style-type: none"> • Children understand the importance of daily activity to enhance their health and mental health. 	This will continue into next year, set targets so that children aim to walk a certain distance and are enthused to walk more laps. Check with the Daily Mile website to see what the challenge is that they have set.
Outdoor learning provision so children can be involved in physical learning in subjects.	<ul style="list-style-type: none"> • An understanding that it isn't only PE lessons that have to be active. • Encouraging an active lifestyle should be part of everybody's day to day lifestyle. • Some children benefit from physically completing activities to help them with their learning and understanding. 	N/A	<ul style="list-style-type: none"> • Children recognise the benefit of being in the outdoors and how this effects their well-being. • Many children are able to learn better by doing physical activities to help them with their learning and understanding. 	This is an expectation set by the Senior Leadership team and will be expected to continue in the coming year, and has already been shared with current and new staff.
Skills builder Active Minds sessions in year 6 – children teach a short exercise class to younger members of the school.	<ul style="list-style-type: none"> • Our year 6 children encourage younger children in the school to take part daily exercise. • They use creative ways to encourage this. 	N/A	<ul style="list-style-type: none"> • Our year 6 children recognise the importance of having an active lifestyle. • They have adapted exercise that they would do in order to teach 	Skills Builder is part of our curriculum and Active Minds is expected to continue into next year.

			<p>younger years and to encourage younger years to be active.</p> <ul style="list-style-type: none"> • These were 10-minute short exercise sessions demonstrating how easy it is to fit exercise into your every day lifestyle. 	
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Key indicator 3: Increased confidence, knowledge and skills of all staff in teaching PE and sport				Percentage of total allocation:
				4.2%
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:
The new PE lead joined Hunts Schools Sports Partnership Core Package. This package included a Networking Day, Update Workshops, subject leader support; including a subject audit and support with action planning.	<ul style="list-style-type: none"> • to ensure that the new lead had support in place to ensure that they were up to date with relevant information, was clear about what should be in place to ensure a high standard and variation of PE provision is across the school 	£850	<ul style="list-style-type: none"> • planning document completed with progression in all PE subjects. This has been looked through by HSSP. • How to ensure we are spending the funding appropriately with way that the funding can be used. 	We have signed up to next year's HSSP offer as there is a new PE lead taking over, there is also a handover planned to ensure there is a smooth transition.
CPD carried forward to 2022/2023 on account of new staff members joining.	<ul style="list-style-type: none"> • Organised session through HSSP for Gymnastics. • Organised session through Dance teacher that works within school • Organised session with sports coach to ensure high quality provision of ball skills including football, 	£150- carried to 2022/2023	<ul style="list-style-type: none"> • Children continue to have high quality PE provision across the school • This will ensure that all staff are up to date with the newest ways of teaching to a high level and that they are up to date with expected safety. 	As new areas in PE are being taught – such as cricket (later in the year) find people to come in and offer up to date training, this can be via the local authority or HSSP

	netball, hockey and rugby.			
Key indicator 4: Broader experience of a range of sports and activities offered to all pupils				Percentage of total allocation: 27.48%
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 ensure that we provide additional after school provision that enables children to not only put learnt skills from PE lessons into practice, but also to ensure that children experience different sports that is not necessarily found in a school curriculum.	Sports coach employed to provide these after school clubs: Lacrosse Rugby Football Capture the flag Gardening	£5714.60	<ul style="list-style-type: none"> Children have been able to join in a range of activities, recognising that it doesn't always have to be the sport that you learn in lessons that count as physical activity but also that it doesn't always have to be sport, anything where you are active is good for you. Understanding the importance of growing your own food encourages eating healthily and encourages a healthy lifestyle. 	We are looking at how we cater for additional school provision- we will have clubs at lunchtime that are run by teachers that are free for people to attend. After school will be from outside providers that will have to be paid for.

Key indicator 5: Increased participation in competitive sport				Percentage of total allocation:
				63.8%
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>Intra sport competitions. Provide children the opportunity to compete against different schools, representing our school in small scale competitions as well as at tournaments.</p> <p>To encourage different children to have the opportunity to participate in competitions when they otherwise wouldn't.</p>	<ul style="list-style-type: none"> Signed up to the HDPSFA (Huntingdon District Primary School Football Association) This provides 2 tournaments and 3 cup draws. Sign up to HSSP to provide a variety of different sporting competitions: Football, Rugby, Athletics, SEND Panathlon. Transport provided to ensure that children can attend the competitions as many are in school time. Sports Coach to coach children before tournaments and to attend with the children 	<p>HSSP - £850</p> <p>Minibus - £360</p> <p>Sports coach – £5714.60</p>	<ul style="list-style-type: none"> Children involved have had the opportunity to put the skills that they have learnt in school into practice outside of our PE lessons competing with people that are of a similar standard as they are. Children that otherwise wouldn't have been chosen to represent the school have had the opportunity to do so, thoroughly enjoying the event. 	<p>To Sign up to both HDPSFA and HSSP to ensure that we have competitions to attend.</p> <p>Relationship has been formed with a minibus company that has transported us to competitions, maintain this relationship going forward next year.</p> <p>It would be nice for different years to be able to compete so it isn't just y3/4/5/6. Look out for Multi –Skills tournaments in y1/2 to encourage others to experience competitions also.</p> <p>Book through HSSP as soon as possible to ensure that we have places on tournaments.</p>
<p>Inter house</p> <p>In School Competition lead by Sports Coach.</p> <p>Encouragement of more children to join in different competitions, experiencing what it is like to represent their house team and to encourage them to want to</p>	<ul style="list-style-type: none"> Sports coach to lead based upon the main games subject that is being taught at the time. Sports Captains will organise their teams ensuring as many participants from their house will participate as possible and help to umpire/referee the 	<p>Sports Coach: £5714.60</p>	<ul style="list-style-type: none"> Children have been encouraged to participate with many more competing than wanted to at the beginning of the year. The Sports Captains have taken on the responsibility well, encouraging their teams and organising the event. 	<p>This will continue as it is something we have had in place for a number of years. We will aim to have an inter-house at the end of each half term.</p>

<p>participate in intra competitions.</p> <p>Those not participating will spectate to show good team spirit.</p>	<p>event.</p> <ul style="list-style-type: none"> • Sports Captains will arrange warming up and small skills sessions to motivate their team. 			
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