

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](#).



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Details with regard to funding

Total amount carried over from 2019/20	£0
Total amount allocated for 2020/21	£19,070 (Spent £7360)
How much (if any) do you intend to carry over from this total fund into 2021/22?	£11,710
Total amount allocated for 2021/22	£TBC
Total amount of funding for 2021/22. To be spent and reported on by 31st July 2022.	£TBC

Swimming Data.

<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 2020.</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: £19,070		Date Updated: July 2021	
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: 10.74% of Total
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?	
Provide access to bikeability to support confidence and competence of children cycling to and from school and outside of school.	Promote bike ability to year 6 and organise an in-school course for year 6 to participate in.	£250	This will begin in October 2021 in order to get the instructors back in. This will be looked at in September.		This should be offered to all legacy year 6 students from TJWA to ensure safety.
Promote active travel to school through the 'Walk to School' Scheme.	Ensure the active travel tracker is in place and used by the whole school. Use incentives to promote active travel.				
Increase the number of KS2 and KS1 children playing during break times by offering them organised activities led by Secondary Leaders.	Use the SGO resources to provide training for a group of pupils to become play leaders. Recognise and embed within school through assemblies and hoodies.	£100	All year 5 & 6 students benefitted from daily coaching and activity sessions due to a better managed environment. 60 secondary leaders help support daily sessions. Year 5 and 6 students were used to support sessions and training was planned however cancelled due to cover.		Reorganise training for new year 9 to continue support. Expand to KS2 with the use of year 5 and 6.

Reach the peak package.	Organised through TGLPE piloted with Year 5 on return to school.	£700 of £3500 package	Students significantly increased participation in activities at break and lunch.	Create daily mile course for students to use during their break and lunch. Train TA in monitoring system. Roll out across all years.
Home challenges: + Virtual Run Relay: how many KM can each child run in a month. Children that complete the challenge entered into a prize draw.	The newly created houses can compete in house challenges. Which house gets the most number of children completing a monthly challenge? A reward can go to the winning team/most improve.	£0		
KS2 Fitness interventions	Year 6 student to access additional fitness training sessions in Zumba, Circuits and Aerobics to better prepare themselves for transition to secondary school, making them feel more confidence and happy to exercise.	£1000		
Key indicator 2: The profile of PESSPA being raised across the school as a tool for whole school improvement				Percentage of total allocation: 1.83% of total £19.070
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:
Support the development of gross and fine motor skills in EYFS and children with specific physical development goals through use of specific equipment and intervention.	Increase PE lessons quality by deploying J Veness to teach PE 3 times a week in nursery.	£0	35 pupils across different sessions were able to take part in additional gross motor movement sessions across term 5 and 6.	All nursery classes to have access to 60 minutes per week split across different sessions identified by the Nursery Manager.

Promote the theme of 'Personal Best' through PE lessons to increase children's motivation to improve and develop themselves.	Purchase and dissemination of MYPB for primary and middle school.	£200	Resources distributed to staff and implemented within lessons.	Integration of my PB into the new all through curriculum and learning journeys.
Use PE to support the emotional wellbeing and resilience of all pupils during the transition to secondary school.	Book an athlete role model through YST membership to run a series of sessions focused on emotional wellbeing and resilience.	Paid for by the principal.	Full integration into new PE curriculum as part of the vision and expectations. Visit 1 - 212 pupils Visit 2 – Chris Cook 240 online and 60 offline views.	Organise 2 in person athlete visits and workshops.
To support children's return to school following the lockdown deliver a wellbeing intervention which focuses on teamwork and communication to build and develop peer to peer relationships.	Organisation and implementation of online lessons to monitor students in lockdown.	£0	Online lessons set every lesson for students to engage in. Over 90% attendance to online lessons.	Have fitness sessions available for students to participate in virtually.
Provide targeted support to develop children's fundamental movement for EYFS and Year 1.	Organise a multi-skills curriculum club to develop gross and fine motor skills.	£150	Club ran with good numbers for 10 weeks with Mr Smith Yr 4 teacher running it.	Provide 1 club for each age group per term allowing pupils to engage in different activities.
Increase the presence of the PE department by taking lessons in Primary.	5 PE staff deployed in gained time to support PE lessons.	£0	Staff have commented on higher presence of PE STAFF with improvements in behaviour and student mood and focus.	All PE staff are closely linked to a primary year groups to help support the planning and delivery of inter year sport.
Use the school website, the newsletter, and the twitter account to promote activities and funding within the school.	Use school website, PESSPA news feed to promote all activities and items that the funding is supporting.	£0		

Key indicator 3: Increased confidence, knowledge and skills of all staff in teaching PE and sport				Percentage of total allocation:
				14.53% of Total £19.070
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:
All primary staff to have access to PE kit in order to deliver the activities that they wish to comfortable and be good role models for kit.	CNI to purchase Macron kit for staff delivering after school clubs.	£400	Kit bought for 6 staff and the number of clubs delivered increased by 6.	Organise kit for all staff in the academy looking for everyone to, play an active role in after school clubs.
To continue to purchase specific resources to implement high quality scheme of work.	Purchase and implementation of TGLPE teaching and assessment resources.	£2000 of £3500 package	This has been explored by staff ready for the implementation in September 2021.	Devise after school club rota in line with school games competition schedule. What after school club can they offer.
To ensure well-managed and maintained PE resource bases to provide easy access to equipment.	Set up assessment system using school data to accurately monitor and develop learning.	£0		Ensure the assessment system is ready and being used by all staff.
To include purchase of additional 'non-sporting' physically active games.	Fitness equipment purchased for students to engage with at break and lunch times. An increased focus on fitness lessons in primary PE.	£372.50	All primary classes issued with equipment that increased participation in activities at break and lunch. All students have engaged with more games and activities.	Get primary learning journey items uploaded to the website.
Grow the confidence and competence of all staff to deliver high quality PE through 121 mentoring of a self-selected area of the PE curriculum.	PE staff to support in the delivery of after school clubs in primary.	£0	Staff have identified areas for improvement and these will be supported through CPD sessions in Sept 2021.	Ensure the new PE vision is known by teachers and pupils. New outdoor notice board, new PE noticeboard in entrance to Primary.

Key indicator 4: Broader experience of a range of sports and activities offered to all pupils				Percentage of total allocation:
				8.91%
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>Additional achievements:</p> <p>Grow the extra-curricular after school offer to increase the number of children accessing a wider range of sports and activities.</p> <p>Increase the number of taster sessions offered to children during and after school. This should be focused on sports and activities they are unlikely to access at home or during PE lessons e.g. yoga and martial arts.</p> <p>Engagement of the least active pupils and pupils who have not previously engaged with sports clubs or the extra-curricular offer before. Weekly lunchtime club sessions.</p>	<p>Increase staff engagement in after school clubs.</p> <p>Organisation of additional equipment and activities.</p> <p>Increase the number of external coaches being used to engage students.</p> <p>Invite community clubs in to deliver taster sessions in particular sports.</p> <p>PE department to deliver taster sessions in different sports and promote exit routes to after school clubs</p> <p>New system to be implemented to better monitor this in place.</p> <p>Staff training to be given to support tracking system.</p> <p>Motivate students using the Race to the peak format.</p> <p>Use leaders to run activities for year 5 and 6.</p>	<p>£700</p> <p>£0</p> <p>£0</p> <p>Linked to £700 mentioned in section 1.</p>	<p>Number of after school clubs offered has increased in terms 5 and 6.</p> <p>Increased number of pupils participating in after school clubs and wanting to stay after school.</p> <p>Taster sessions in Zumba, rugby, football, netball, cricket have taken place for students in KS1 and 2.</p> <p>To be started on September 2021.</p>	<p>To ensure clubs can continue as far as possible within COVID-19 safety regulations. The availability of clubs to be continually reviewed in response to COVID-19 safety guidance to ensure opportunities for pupils to engage in safe extra-curricular physical activity and maximised.</p> <p>Expand this to include EYFS</p> <p>Further develop links with local clubs to offer break and lunch club tasters. 1 per term.</p> <p>Inter house events for all students. 1 per term.</p> <p>SH athletics competition all Middle school.</p>

Access to alternative inflatables activities	Staff to organise for the safe organisation of an onsite inflatables session where all students can safely access and enjoy activities like team building and climbing.	£1000	All students within the Academy that week were able to access all the inflatables and participate in team building and climbing. A way of raising aspirations for their hard work so far this year and ready for September/	
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Key indicator 5: Increased participation in competitive sport				Percentage of total allocation:
				2.56% of Total £19.070
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>School Games Membership</p> <p>Increase the number of children accessing inter competitions across the local area.</p> <p>Build children's confidence in a competitive environment by providing all children with the opportunity to compete in intra-competitions at school where they compete for their house.</p> <p>Support children who compete at locally or regionally to develop their focus and attitude when competing and balancing school and sport commitments.</p>	<p>Participate in as many virtual/school led competitions as possible</p> <p>Access SSP led competitions locally across a range of year groups and in a range of sports and activities. Book bus travel and organise staff time to support this.</p> <p>Organise termly intra-competitions linked to the PE curriculum, so children are prepared for the competition.</p> <p>Using the inspiration of an athlete role model through YST membership book a targeted session for pupils to look at their focus and attitude as an athlete.</p>	<p>£0</p> <p>£40</p> <p>£447.50</p> <p>Paid for by Academy Principal Mr McBeath.</p>	<p>2 external sports events were attended following Covid guidelines and made an excellent start to restarting events within schools. 20 students within the middle school attended.</p> <p>Inter form football, bench all and handball events were completed by KS2</p> <p>Who school maximum participation sports day, every pupil had a 2h event where they took part in 10 events each medals and trophies handed out.</p>	<p>Fully engage with SGO events.</p> <p>Plan our feeder school sports comps one per year group each year.</p> <p>Year 5 one event per term.</p> <p>Year 6 one event per term.</p> <p>BFFA TJWA league with feeder schools.</p> <p>Student talk about what clubs they want to attend.</p> <p>Every student to represent the academy in a sports team event.</p>

Signed off by	
Principal:	Mr Damian McBeath
Date:	13 th August 2021
Subject Leader:	Chris Nicholas, Director of Sport
Date:	9 th August 2021
Governor:	Mrs Sue Mullan (Chair of the Finance Committee)
Date:	11 th August 2021