

Evidencing the impact of the Primary PE and sport premium

Website Reporting Tool

Revised July 2021



Commissioned by



Department
for Education

Created by



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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 | £ 0 |
| Total amount allocated for 2021/22 | £ 18434 |
| How much (if any) do you intend to carry over from this total fund into 2022/23? | £ 0 |
| Total amount allocated for 2022/23 | £ 17332 |
| Total amount of funding for 2022/23. To be spent and reported on by 31st July 2023. | £ 17332 |

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 2022.</p> <p>Please see note above</p> | Self-declared 92% |
| <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> | Self-declared 89% |
| <p>What percentage of your current Year 6 cohort perform safe self-rescue in different water-based situations?</p> | Self-declared 81% |
| <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> | 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: |
| | | | | | 1.5% |
| 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?: | |
| Encourage as many children as possible to be engaged in daily physical activity at playtimes and lunchtimes, led by playground leaders, coaching and dinner staff. | -Ensure playground leaders' programme is consistent and successful. -Ensure suitable playground equipment is available. -Sports coaches to provide a variety of sporting opportunities at lunchtimes across the age and ability ranges. | | £250 | -A range of activities (including Gymnastics, Multi-skills, Football, Dance etc) have been provided by coaches. Participating children are more engaged and skilful. We have not been able to staff Playground Leaders. | |
| Key indicator 2: The profile of PESSPA being raised across the school as a tool for whole school improvement | | | | | Percentage of total allocation: |
| | | | | | 4.5% |
| 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?: | |
| | | | | | |

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| <p>Promote being physically active as part of a healthy lifestyle. Encourage a positive attitude towards engagement in physical activity and sport</p> | <p>-The PE curriculum covers a broader range of sports (see PE action plan) to ensure that all children's tastes are catered for, and to develop a positive attitude towards PE. -Children continue to develop their understanding of how 'Being Active' promotes wellbeing and that PE can help us to feel better and maintain mental, as well as physical, health. - Sporting achievements praised and celebrated through school assemblies, including from PE lessons, competitive sports events or after school sports clubs. - Invite in athletes to inspire and promote the importance of hard work, mistake making and building resilience.</p> | <p>PE equipment and maintenance £831</p> | <p>- PE curriculum has been updated to provide a broader range of sports offered throughout school and a subscription to Get Set 4 PE has been adopted to help coaches and staff deliver lessons of a consistently high standard. Staff report being more confident in their teaching, and children that variety has brought increased enjoyment/engagement. -Assemblies have given opportunity for a large majority of children to have their sporting successes celebrated. These have been linked to discussions of wellbeing and good mental health.</p> | <ul style="list-style-type: none"> • Continue to commit to "broader" PE curriculum. • Continue to plan enrichment and sporting achievement assemblies or visitors to inspire children and promote physical activity. |
|--|--|--|--|--|

| <p>Key indicator 3: Increased confidence, knowledge and skills of all staff in teaching PE and sport</p> | | | | <p>Percentage of total allocation:</p> |
|--|---|--|--|--|
| | | | | <p>53%</p> |
| Intent | Implementation | | Impact | |
| <p>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:</p> | <p>Make sure your actions to achieve are linked to your intentions:</p> | <p>Funding allocated:</p> | <p>Evidence of impact: what do pupils now know and what can they now do? What has changed?:</p> | <p>Sustainability and suggested next steps:</p> |
| <p>To improve the confidence and skills of teachers in teaching PE.</p> | <p>-PE Leads and sports coach to work together to draft an exciting and varied programme of curriculum delivery. -PE Leads to attend Rushcliffe SSP termly CPD. -All teachers to engage in suitable CPD with coaches in areas of PE</p> | <p>First Grade (coaches)£9618 SSP subs £150</p> | <p>-Varied programme has been produced in association with First Grade. -PE lead is more able to negotiate the administrative and practical requirements of the Coordinator role, thanks to the CPD. -Teachers express increased</p> | <p>-Consolidate delivery of new varied curriculum from coaches and staff. -PE Lead to continue regular termly CPD with SSP. -Identify specific CPD needs of staff not addressed by working with coaches.</p> |

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| | delivery where they feel less confident. | | confidence from working alongside coaches. | |
| Key indicator 4: Broader experience of a range of sports and activities offered to all pupils | | | | Percentage of total allocation: 40% |
| 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: | | Evidence of impact: what do pupils now know and what can they now do? What has changed?: | Sustainability and suggested next steps: |
| Provide a broad range of sporting activities to engage more pupils in physical activity. | -Continue to provide after school sporting clubs run by sports coaches, teaching staff and parents. -Develop links with external providers (via Rushcliffe SSP) to run extra-curricular clubs. | Forest Schools £5713 Hockey Pitch £350 | -Various extra-curricular clubs have been offered to all year groups. -Links with external providers have been made, but due to demand post covid, these providers have found it difficult to staff these clubs. | -Continue to provide EC clubs across the age range. -Continue to approach external providers who offer sporting "taster" sessions or run clubs off site. |

| Key indicator 5: Increased participation in competitive sport | | | | Percentage of total allocation: |
|---|--|--------------------------|--|---|
| | | | | 1.5% |
| 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: |
| -Continue to plan for and engage in competitive sports across the county and within school. | -PE Leads to engage with SSP to develop and enter inter-school competitions/festivals. | Rushcliffe Football £120 | SB Primary has taken part in multiple football competitions, orienteering, boccia, and hockey. | -Continue to develop inter school competitions both through the SSP and with local schools. |

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| Signed off by | |
| Head Teacher: | Paul Allen |
| Date: | 27/7/23 |
| Subject Leader: | Richard Ives |
| Date: | 27/7/23 |