

# 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 2022. To see an example of how to complete the table please click [HERE](#).

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## Details with regard to funding

Please complete the table below.

|   |         |
|---|---------|
| Total amount carried over from 2019/20  | £0      |
| Total amount allocated for 2020/21  | £18,701 |
| How much (if any) do you intend to carry over from this total fund into 2021/22?    | £0      |
| Total amount allocated for 2021/22  | £18,280 |
| Total amount of funding for 2021/22. To be spent and reported on by 31st July 2022. | £18,280 |

## Swimming Data

Please report on your Swimming Data below.

|   |  |
|---|--|
| Meeting national curriculum requirements for swimming and water safety.<br>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?<br>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.  | 56%<br>Our Year 4 pupils swim weekly in the Autumn and Spring Term. Additional catch-up lessons are provided in the summer term for Year 5 & 6 pupils who have not met the expected standard. However, COVID-19 has had a significant negative effect on the availability of suitable swimming venues. |
| What percentage of your current Year 6 cohort use a range of strokes effectively e.g. front crawl, backstroke and breaststroke?   | 40%  |
| <b>What percentage of your current Year 6 cohort perform safe self-rescue in different water-based situations?</b>  | 60%  |
| 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?   | 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: 2021/22  | Total fund allocated:  | Date Updated:   |   |  |
|---|--|---|---|--|
| <b>Key indicator 1:</b> 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:</b><br>64%  |
| 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>Increase the engagement of all pupils in regular daily physical activity.</p> <p>Improve the quality of PE offered so enjoyment and progress is enhanced.</p> <p>Increase involvement in formal sports and enrichment opportunities.</p> <p>Opportunities for regular physical activity support pupils to maximise learning potential.</p> | <p>Provide targeted active clubs for pupils in Key Stage 2 – Hunts Active Sports Enrichment provision.</p> <p>Employ Sports Coaches to support lunchtimes – Hunts Active Sports and Over and In.</p> <p>Reach out to Thomas Leonard regarding continuing Active Hunts Schools project.</p> <p>Daily Mile</p> <p>Lunch time equipment and staffing to increase physical activity.</p> | <p>Over and In Sports Coach Premier Sports Coach</p> <p>Additional equipment to enable full participation.</p> <p>£11,700</p> | <p>Daily Mile Banner School accreditation achieved.</p> <p>Sports coaches had varying degrees of impact.</p> <p>Premier Sports will cease next academic year - Over and In will continue.</p> | <p>Continue to promote the Daily Mile within school and work with Living Sport for supportive resources and events.</p> <p>Continue to employ Over and In Sports Coach during lunchtimes.</p> <p>Liaise with Hunts Active Sports group</p> |

| Key indicator 2: The profile of PESSPA being raised across the school as a tool for whole school improvement   |   |                    |  | Percentage of total allocation:   |
|--|---|--------------------|--|---|
|  |   |                    |  | 6%  |
| 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>Whole school events encourage pupils to take part in sport outside of PE lessons.</p> <p>The fundamental values of sportsmanship are celebrated and transferred to other aspects of school life.</p> <p>The profile of Sport and PE is raised encouraging a wider range of pupils to engage in sport.</p> <p>Pupils become aware of Commonwealth Games.</p> | <p>Sports for school athlete event x2</p> <p>TSC Mini London marathon event.</p> <p>Sports Day event.</p> | £1000              | <p>The TSC Mini Marathon was one of our first whole school events after lockdown which had a positive whole school impact. Many started to challenge themselves in the Daily Mile after the event. Each child received a pin badge for completion</p> <p>The x2 Athlete events were successful with all attending assemblies and then workshops with the athletes. Many still talk about the visit and the resilience of the athletes.</p> <p>Sports Day did not take place due to extreme heat.</p> <p>Commonwealth Games assemblies linked with curriculum learning such as Geography and History alongside PSHE and fundamental British Values.</p> | <p>Hold an annual TSC Mini Marathon event if possible.</p> <p>The whole school events raised the profile of PE and Sport within the school community.</p> |

| Key indicator 3: Increased confidence, knowledge and skills of all staff in teaching PE and sport  |  |                    |   | Percentage of total allocation:          |
|--|--|--------------------|---|--|
|  |  |                    |   | 11%                                      |
| 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>More experienced staff to team teach to model and share knowledge and skills in relation to PE teaching.</p> <p>Staff teaching PE to have increased confidence when teaching PE</p> <p>PE Lead to receive coaching and mentoring support from Deputy Headteacher.</p> <p>Staff released to observe good practice of others in order to support their own development.</p> | <p>Team teaching of ECT in Year 3 and 4 with more experience member of staff.</p> <p>PE Lead, attends CPD events such as Hunts Sports Partnership Training and Trust subject lead meetings.</p> <p>PE Lead creates unit planners for curriculum development to support the teaching of PE.</p> <p>2 swimming teachers employed at each swimming session.</p> <p>Staff enabled to gain CPD for Huntingdon Olympic Gymnastic Coaches in Autumn Term and first half of Spring Term.</p> | £2,000             | <p>All staff are able to access unit planners to help support them in the planning of their PE teaching,</p> <p>PE Lead has changed for the next academic year so support is to be continued.</p> <p>ECT's and less confident staff able to use the model.</p> <p>There has been an improvement in the quality of provision in some areas of the PE teaching.</p> |  |

| Key indicator 4: Broader experience of a range of sports and activities offered to all pupils   |  |                    |  | Percentage of total allocation:  |
|---|--|--------------------|--|--|
|   |  |                    |  | 6%   |
| 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 the range of sports and activities available to all children so that opportunities for engagement and longer-term participation are increased.     | Additional sports added to Enriching Lives provision including Table Tennis, Badminton, Ice Skating. | £1,000             | Access to suitably qualified coaches and specialist venues was significantly hindered as a result of on-going COVID-19 related issues. | Explore options for establishing additional after school clubs next academic year. |

| Key indicator 5: Increased participation in competitive sport  |   |                    |   | Percentage of total allocation:          |
|--|---|--------------------|---|--|
|  |   |                    |   | 10%                                      |
| 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>To ensure participation in competitive sport is inclusive and diverse.</p> <p>To ensure pupils have the skills and knowledge required to participate in competitive sporting situations.</p> <p>To have a diverse range of sporting competitions mapped into the curriculum and diary to ensure a range participate in a range competitive sports</p> | <p>Subscription to Hunts Schools Sports Programme of competitive sport.</p> <p>Entry to Hunts District Primary School cup competitions.</p> <p>Running track and rounders pitches to be marked onto the school field to support competitive competitions.</p> | £1,800             | <p>There was a limited number of competitive matches between schools and last year.</p> <p>Elements of competition have had positive impact on our pupils in relation to solving conflicts, becoming resilient and decision making.</p> <p>A diverse range of sports mapped out has ensured our pupils have an enriching PE and Sport curriculum.</p> |  |

|                 |  |
|-----------------|--|
| Signed off by   |  |
| Head Teacher:   | Mr David Jones                             |
| Date:           | July 2022                                  |
| Subject Leader: | Miss Victoria Rippington & Mrs Lauren West |
| Date:           | July 2022                                  |
| Governor:       | Paul Sadler                                |
| Date:           | July 2022                                  |