

# 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	£ -
Total amount allocated for 2020/21	£ -
How much (if any) do you intend to carry over from this total fund into 2021/22?	£7,994
Total amount allocated for 2021/22	£17,050
Total amount of funding for 2021/22. To be spent and reported on by 31st July 2022.	£25,044

## 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.

**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**

**\*text completed following swimming sessions (summer 2 2022)**

What percentage of your current Year 6 cohort swim competently, confidently and proficiently over a distance of at least 25 metres?

**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.

Please see note above

Swimming lessons did not take place in 2020 due to impact of covid-19 pandemic and restrictions in place.

In current Y6 pupil survey results show 12% are confident they can complete 25m easily.

**64% (teacher assessment)**

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

23 % (pupil survey results) Current Year 5 and 6 will be engaging in swimming in Summer 2 2022 and we therefore anticipate an increase in this number.

**50% (teacher assessment)** (not breast

	stroke)
<b>What percentage of your current Year 6 cohort perform safe self-rescue in different water-based situations?</b>	12 % of pupils stated they can float, tread water (pupil survey results) Current Year5 and 6 will be engaging in swimming in Summer 2 2022 and we therefore anticipate an increase in this number. <b>72% (teacher assessment)</b>
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?	<b>Yes: Life-saver training for 1 member of staff (an ex swimming instructor)</b>

## 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>Impact recorded July '22</b>	
<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					Percentage of total allocation: 54%
Intent	Implementation		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:		Funding allocated:	Evidence of impact: what do pupils now know and what can they now do? What has changed?	
<ul style="list-style-type: none"> <li>➤ Educate children in the value and benefits of a healthy active lifestyle.</li> <li>➤ Ensure our high quality PE and school sport offer develops competent and confident movers with the aim of inspiring lifelong participation in physical activity.</li> <li>➤ Use active lessons to increase physical activity levels and learning.</li> <li>➤ Develop Bronze Ambassadors to support active playtimes and support extra-curricular activities.</li> <li>➤ Raise awareness of the best places to take part in sport and physical activity outside of school.</li> </ul>	<ul style="list-style-type: none"> <li>➤ Through PE and Science lessons and sport, ensure our children understand the role of movement in the development of their own physical literacy, fitness and well-being.</li> <li>➤ Sports Coach lunch hour sessions</li> <li>➤ Develop the PE curriculum to ensure lessons link to the multi-skills approach found in our PE policy.</li> <li>➤ Forest School sessions for whole school (weekly ½ day session for EYFS and Yr 1 – 6 to access half term of weekly sessions for every term)</li> <li>➤ Sports Coach Games session x1 hr per week</li> </ul>		£1900 Primary Sport funded via PP (x2hr/p wk ; 50 x38 wks)  £9120 Forest school + FS equip £400	<ul style="list-style-type: none"> <li>➤ Positive attitudes to health and well-being</li> <li>➤ Pupil concentration, commitment, self-esteem and behaviour enhanced including rewards/school values- based initiatives</li> <li>➤ <b>Positive behaviour and a sense of fair play enhanced (by using Bronze Ambassadors, School Council members etc. as role models)</b></li> <li>➤ Pupils physical activity at lunch and break increased <b>64% increase in pupils taking-up lunchtime sports sessions from Aut 1 to Summer 1. 74chn have participated in school</b></li> </ul>	<ul style="list-style-type: none"> <li>➤ Continuously monitor physical activity levels to ensure we meet government guidelines of at least 30 minutes a day for each child in school time.</li> <li>➤ Identify and target pupils who are just reaching 30 mins a day <b>and use lunch-time sports coach session to target <u>least active</u> pupils.</b></li> <li>➤ Sustain levels of exercise.</li> <li>➤ Identify activities outside school hours enabling targeting of pupils who are not exercising sufficiently (<b>termly/seasonally</b>).</li> <li>➤ <b>Use Purbeck PE Conference to review, evaluate and plan for the next academic year</b></li> </ul>

<ul style="list-style-type: none"> <li>➤ Provide opportunities for daily physical activity.</li> <li>➤ To ensure storage of PE resources is appropriate and enables pupils and staff to access easily</li> </ul>	<ul style="list-style-type: none"> <li>➤ Sports Coach lunchtime session to facilitate organised sports activities</li> <li>➤ PE lesson led by CT x1 hr per week</li> <li>➤ Playground/field playtimes x2 daily have equipment to facilitate exercise KS boxes</li> <li>➤ Daily mile</li> <li>➤ Purchase and install, treat, new shed on front playground to store break/lunchtime play equipment</li> </ul>	<p>SLA Complete PE: £1,185</p> <p>£457.84</p> <p>£550</p>	<p>sports lunchtime sessions. Pupils know where the equipment is stored enabling independence to retrieve and look after sports equipment during outdoor play sessions. (Chn access break time equipment independently from purchased storage boxes)</p> <ul style="list-style-type: none"> <li>➤ Curriculum map (shared on website)</li> <li>➤ PE policy</li> <li>➤ Registers of participation Combined with pupil feedback reflects enjoyment and engagement in these enriching curriculum opportunities.</li> <li>➤ Pupils extra-curricular activities data(notable drop in participation post-Covid ); dancing, gymnastics, football, rugby, cricket, baton twirling, swimming, horse riding, cycling, scootering skateboarding, scouting organisations (43chn)</li> <li>➤ Clubs delivered at lunchtime and after school depending on demand. Average attendance at clubs is 18.</li> </ul>	<p>Continuously monitor physical activity levels and <u>identify the most appropriate target groups to achieve maximum impact.</u></p> <p>Increase in % of pupils attending extra curricular clubs</p>
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			<ul style="list-style-type: none"> <li>➤ Pupils state which form of exercise they take regularly and which they prefer.(see above)</li> <li>➤ Majority of pupils average more than 30 mins exercise per school day (pupil voice gathered requests by KS1 &amp; 2 chn to walk daily mile more often)</li> <li>➤ Pupils able to explain importance of physical and mental health through exercise (evidenced in PE, Science, PSHE lessons)</li> </ul>	
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<b>Key indicator 2:</b> The profile of PESSPA being raised across the school as a tool for whole school improvement	Percentage of total allocation: 7%
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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?
<ul style="list-style-type: none"> <li>➤ Use PE and sport to enable the development of life skills that are transferred to other curriculum areas, wider school and beyond.</li> <li>➤ Use PE and sport to develop the whole person including thinking, social and personal skills?</li> <li>➤ Use PE teaching to aid fine</li> </ul>	<ul style="list-style-type: none"> <li>➤ As a school we contribute funding to sustain the Purbeck School Sport Partnership which provides the following opportunities: -Additional competitions outside of the School Games programme -Comprehensive CPD programme</li> </ul>	£1750	<ul style="list-style-type: none"> <li>➤ Personal development (physical skills, thinking skills, social skills and personal skills).</li> <li>➤ Attainment and achievement, behaviour and attendance. Chn have cited feeling better (mental health) after physical activity</li> </ul>
			<ul style="list-style-type: none"> <li>➤ Identify the positive impact that PE and school sport has on academic achievement, behaviour and safety, attendance, health and wellbeing and SMSC.</li> <li>➤ Review School development plan, Whole school</li> </ul>

<p>and gross motor skill development</p> <ul style="list-style-type: none"> <li>➤ Use sporting role models used to engage and raise achievement?</li> <li>➤ Ensure PE and school sport is visible in the school (assemblies, notice boards, school website, local press, pupil reward and recognition of pupils)</li> <li>➤ Forest School x1-2 hours per week</li> <li>➤ Sports Coach Games session x1 hr per week</li> <li>➤ Sports Coach lunchtime session</li> <li>➤ PE lesson led by CT x1 hr per week</li> <li>➤ Daily mile</li> <li>➤ Playground/field playtimes x2 daily have equipment to facilitate exercise KS boxes</li> </ul>	<ul style="list-style-type: none"> <li>-PE Conference for PE Lead</li> <li>-Outdoor activity days for targeted vulnerable groups of pupils</li> <li>-Primary Leadership Academy to provide learning opportunities for Bronze Ambassadors</li> <li>-Purbeck Sports Awards</li> <li>-Youth Sport Trust Primary Membership</li> <li>-Support from Dan Moody for team teaching and staff training.</li> <li>-Develop a team of sports leaders &amp; Bronze Ambassadors through the Purbeck Primary Leadership Academy. Use the Dorset leadership awards to support pupils on their leadership pathway.</li> <li>➤ SMSC – Our vision for PE and school sport is developed to reflect contribution to SMSC.</li> <li>➤ Maintain and increase brain breaks, 5 min fresh air exercise breaks during lessons to increase productivity as well as learning power.</li> <li>➤ Audit of levels; identify chn underperforming</li> </ul>	<p>£120 supply CT</p>	<ul style="list-style-type: none"> <li>➤ PE physical activity and school sport have a high profile and are celebrated across the life of the school (e.g. <a href="#">weekly celebration assemblies</a>, <a href="#">newsletters</a>, <a href="#">end of year Purbeck Awards</a>, <a href="#">wall of fame display in main office lobby area</a> )</li> <li>➤ SMSC - Children learn to respect and work with each other, exercise self-discipline and act in a safe and sensible manner.</li> <li>➤ Increased numbers of chn participating incl. sports ambassadors (<a href="#">x6 new sports ambassadors</a>)</li> <li>➤ Pupils achieving more within lessons</li> <li>➤ <a href="#">Teachers delivering high quality lessons (incl. feedback from pupils)</a></li> <li>➤ Increased amount of physical activity by all pupils (<a href="#">refer earlier statements and below</a>).</li> <li>➤ High engagement in inter-sports competitions which will build self-confidence and offer additional learning opportunities outside of the school site</li> </ul>	<p>policies/PE policy</p> <ul style="list-style-type: none"> <li>➤ Use PE conference to review, evaluate and plan for the next academic year.</li> </ul> <p>Increased numbers of pupils engaged in competitions, extra-curricular and community clubs following sessions. NB economic situation is affecting parental choices</p>
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			Access has been restricted due to staff capacity issues however feedback from sessions we have engaged in have been positive.	
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Key indicator 3: Increased confidence, knowledge and skills of all staff in teaching PE and sport				Percentage of total allocation:
				%
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:
<ul style="list-style-type: none"> <li>➤ Raise the quality of learning and teaching in PE and school sport by providing support to deliver broad, balanced and inclusive high quality PE and school sport provision (within and beyond the curriculum) to raise pupils' attainment.</li> <li>➤ Complete PE programme offers support and exemplar materials for all areas of the PE curriculum. It is accessible to all staff teaching P.E.</li> <li>➤ Staff identify units of work in which they lack confidence and use Complete PE as self-reliant CPD.</li> </ul>	<ul style="list-style-type: none"> <li>➤ Provide opportunities for staff to access CPD opportunities through the Purbeck School Sport Partnership CPD programme.</li> <li>➤ Use specialist coaches and providers for team teaching &amp; staff training to increase the knowledge and confidence of staff in delivering PE.</li> <li>➤ Purchase quality assured resources to support teachers and support staff.</li> <li>➤ Revisit Complete PE at staff meeting and broaden staff use particularly</li> </ul>	<p>See above (SLA Purbeck Sports Partnership)</p> <p>See above (subscription cost of Complete PE)</p>	<ul style="list-style-type: none"> <li>➤ Increased staff knowledge and understanding All teachers able to confidently plan, teach and assess National Curriculum PE staff reminder to access training to increase confidence, knowledge and skills; staff survey showed that 100% of staff are now confident in teaching majority of areas of the PE curriculum.</li> <li>➤ More confident and competent staff evidenced through feedback</li> <li>➤ Increased pupil participation in</li> </ul>	<ul style="list-style-type: none"> <li>➤ Review staff confidence and competence in delivering high quality PE and school sport and allocate staff to upcoming CPD opportunities targeted CPD to build confidence in perceived weaker areas</li> </ul>

	awareness and use of videos/ photographs modelling gymnastic, dance and games skills		competitive activities and festivals <ul style="list-style-type: none"> <li>➤ Increased range of opportunities</li> <li>➤ The sharing of best practice with other schools in the Purbeck Partnership.</li> <li>➤ A more inclusive curriculum which inspires and engages all pupils</li> <li>➤ Increased capacity and sustainability</li> <li>➤ Perceived enjoyment of games increased with a number of sports coaches incl. both female and male role models. <i>Female coach was encouraging for the girls. Evidence of chn coaching each other (KS2) reminding each other</i></li> </ul>	
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**Key indicator 4:** Broader experience of a range of sports and activities offered to all pupils

Percentage of total allocation:


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:

<ul style="list-style-type: none"> <li>➤ Provide opportunities to take part in a diverse range of school sport through competitions and events and extra-curricular clubs.</li> <li>➤ Chn to apply tactics in team events applying skills taught in one sport to another.</li> <li>➤ Chn exhibit a greater range of control (skill) with equipment (e.g. variety of bats) as modelled in Complete PE videos.</li> <li>➤ Pupils self-evaluating to a greater depth</li> <li>➤ Core strength increased and general fitness improved of target chn</li> <li>➤ Activity trail replaced to enhance core strength, gross motor skills of the youngest pupils</li> <li>➤ Provide opportunities to learn outdoors to nurture a healthy lifestyle and develop fine motor skills</li> </ul>	<ul style="list-style-type: none"> <li>➤ Provide opportunities for children with SEND, the least confident and the least active to attend exciting, varied and a new range of activities through the school sport partnership.</li> <li>➤ Review extra-curricular activities through pupil voice</li> <li>➤ Employ sports coaches to provide age and stage appropriate extra-curricular sporting opportunities and to improve sports skills in children through increased opportunities in school and the wider community?</li> <li>➤ Get site survey of current play trail and, if recommended, explore costs associated with taking out old play trail and installing a new climbing area</li> <li>➤ Explore improving current Forest School shelter due to the fact that some of the wood is rotten. Gather quotations for removing old shelter and installing</li> </ul>	<p>£5000 play trail (play trail to be removed in Autumn '22)</p> <p>£8000 (new Forest School shelter) (work is starting on this during summer holidays '22 and will be</p>	<ul style="list-style-type: none"> <li>➤ Engaged or re-engaged disaffected pupils</li> <li>➤ Increased pupil participation (all pupils meeting expectation of at least 30 minutes physical activity per day)</li> <li>➤ Enhanced quality of delivery of activities</li> <li>➤ Enhanced, extended, inclusive extra-curricular provision (Sports Coach ensured variety of sports/physical activity took place across the year including multi-skills, football, netball and gymnastics)</li> <li>➤ improved physical, technical, tactical and mental understanding of a range of sports (cricket and rounders added to athletics Sports Coach syllabus)</li> <li>➤ Developed wider life skills which build on from the PE lessons, i.e. communication, teamwork, fair play and leadership?</li> <li>➤ Evidence includes Curriculum map, Registers of participation, student/staff surveys</li> <li>➤ Perceived enjoyment of</li> </ul>	<p>Biggest impact on implementation has been measures to combat Covid i.e. Covid bubbles and limiting personnel entering school</p> <p>Complete pupil survey every year to allow student voice to influence our extra-curricular sports programme.</p>
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	<p>a new shelter in the Forest School garden.</p> <ul style="list-style-type: none"> <li>➤ Mend the gate to the Forest School garden.</li> </ul>	<p>completed by end of the academic year)</p>	<p>games increased with a number of sports coaches incl. both female and male role models. Female coach was encouraging for the girls. Evidence of chn coaching each other (KS2) reminding each other of rules, tactics</p>	
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Key indicator 5: Increased participation in competitive sport				Percentage of total allocation:
				%
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:
<ul style="list-style-type: none"> <li>➤ Provide opportunities for all children to challenge themselves through both intra and inter school sport where the children's motivation, competence and confidence are at the centre of the competition and the focus is on the process rather than the outcome.</li> <li>➤ Increased participation in School Games competitions.</li> <li>➤ Providing opportunities for children with SEND, the least active and the least confident to attend competitions and events.</li> <li>➤ Select children who we feel would benefit most from the opportunities available in the Purbeck Partnership events calendar.</li> <li>➤ Pupils across the school have a positive view towards participation in sport. Children know which events/sports they enjoy and which sports</li> </ul>	<ul style="list-style-type: none"> <li>➤ Engage with partnership coordinators Shelley Hamblin and Dan Moody attend competitions run by the Purbeck School Sport Partnership.</li> <li>➤ Identify a set number of competitions/events to provide transport to.</li> <li>➤ Participation in Purbeck Sports Partnership activities target a wide range of children incl. ELSA, SEND, less confident chn.</li> <li>➤ Sports Coaches running lunchtime activities to involve larger numbers of children</li> <li>➤ Arrange transport to enable children to take part in inter-school Purbeck competitions to address potential transport barrier</li> </ul>	<p>See above (Purbeck Sports Partnership subscription)</p> <p>(£40 x 7) £280 Actual cost £120</p>	<p>26% of KS2 chn have represented their school April '22); 37% of young people part of community clubs (figures from pupil survey April 22)</p> <p>Evidence includes -</p> <ul style="list-style-type: none"> <li>➤ Competition/ events calendar <a href="#">Positive feedback shared by pupils and staff through engaging with School Games Organiser and attending competitions run by the Purbeck School Sport Partnership.</a></li> <li>➤ Identified a set number of competitions/events to provide transport to (majority of events took place during spring 2 and summer 1 due to original plans being impacted by covid restrictions and/or staffing capacity).</li> <li>➤ Photos displayed (foyer)</li> <li>➤ Sports coaches employed</li> </ul>	<ul style="list-style-type: none"> <li>➤ Review attendance data and identify children for appropriate opportunities.</li> <li>➤ Continue to attend Purbeck Partnership half-termly meetings to help shape the offer to ensure it is appropriate for our pupils and of the highest quality.</li> <li>➤ Biggest factor limiting implementation/participation has been school staffing and Covid measures so losing the Covid measures and school having full staff are a priority.</li> <li>➤ Greater involvement in Purbeck Sports Partnership sporting events can then take place. <a href="#">Continue to monitor % of pupils representing school in</a></li> </ul>

<p>they want to try. They inform PE lead.</p>			<p>at lunchtime have had 80-95 % of children in KS2 classes choosing to attend. KS1 50- 60% of children in classes attend. NB This has fluctuated depending on weather, coach, term, covid hit class</p> <ul style="list-style-type: none"> <li>➤ Engage more parents/ staff/volunteers and young leaders to support attendance at competitions</li> </ul>	<p>competitive sport and allow us to identify those that have not.</p> <ul style="list-style-type: none"> <li>➤ Continue to monitor % of pupils representing school in competitive sport and allow us to identify those that have not.</li> </ul>
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Signed off by	
Head Teacher:	Ellie Griffiths
Date:	Nov '21
Subject Leader:	Jonathan Charman
Date:	
Governor:	Mike Glanville