

Evidencing the impact of the Primary PE and sport premium

Website Reporting Tool

Revised May 2021



Commissioned by the
Department for Education

Created by



It is important that your grant is used effectively and based on school need. The [Education Inspection Framework](#) (Ofsted 2019 p64) 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 criteria](#) (p41) inspectors consider the extent to which schools can articulate their curriculum (INTENT), construct their curriculum (IMPLEMENTATION) and demonstrate the outcomes which result (IMPACT).

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:

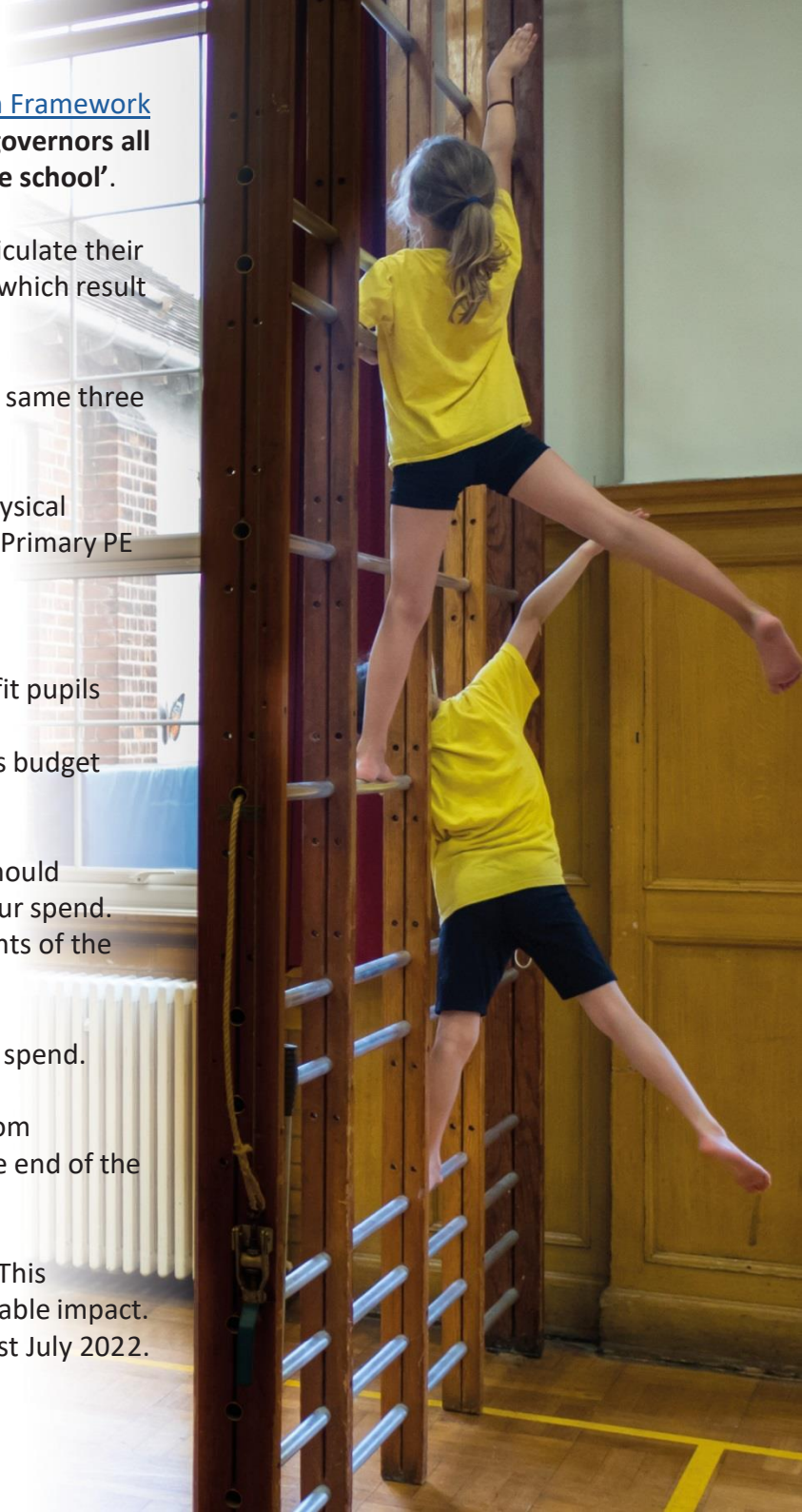
- Develop or add to the PESSPA activities that your school already offer
- Build capacity and capability within the school to ensure that improvements made now will benefit pupils joining the school in future years
- The Primary PE and sport premium should not be used to fund capital spend projects; the school’s budget should fund these.

Please visit [gov.uk](https://www.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 2020/2021, as well as on the impact it has on pupils’ PE and sport participation and attainment by the end of the summer term or by **31st July 2022** at the latest.

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](#).



Support for review and reflection - considering the 5 key indicators from DfE, what development needs are a priority for your setting and your pupils now and why? Use the space below to reflect on previous spend and key achievements and areas for development.

Please note: Although there has been considerable disruption in 2020 it is important that you publish details on your website of how you spend the funding - this is a legal requirement.

N.B. In this section you should refer to any adjustments you might have made due to Covid-19 and how these will influence further improvement.

Key achievements to date until July 2021:	Areas for further improvement and baseline evidence of need:
<p>*Since September 2020- increased number of children taking part in swimming sessions. <input type="checkbox"/> Sessions have been extended over a term basis as opposed to half terms. Across the board for KS2. <input type="checkbox"/> All KS2 children have had opportunities to swim / begin sessions before end of July 2021 *Dance sessions offered to all classes for taster sessions from Spring term until Summer 1. Range of teaching offered / differentiated throughout KS1-KS2. *Clubs offered include football for KS1&2 for both boys and girls teams <input type="checkbox"/> Luton Coaches supporting club for KS2 children. <input type="checkbox"/> Some fixtures / tournaments have been arranged. (New kits for girls' team). *Ballet dance club for reception – Year 3 *Gymnastics club has been offered across the board and still on going. (Rotation of year groups) *Trim trail used and on rotation regularly by classes. (Rota in place for COVID restrictions) *Active mile completed every day for KS2. *Bike club being offered for PPG boys in KS1.</p>	<p>*Re-establish to role of Sports Leaders once competitions / COVID restrictions allow this to take place. *Liaise with school PE coaches to further improve assessment of skills / abilities. <input type="checkbox"/> Using coaches for more specific CPD sessions (to be highlighted by staff and PE lead). *Continue to replace / improve equipment to support teaching and learning. *As COVID restrictions improve, continue to improve structure of lunch / break time activities (this may incorporate Sports Leaders). *Further develop / establish teams to compete in competitions (drive school team spirit / sporting aspirations and ambition to achieve and represent the school <input type="checkbox"/> linking such discipline to all life achievements). Focus on football and gymnastics squad. Ballet school to be further developed and enhanced at our school.</p>

Did you carry forward an underspend from 2020-21 academic year into the current academic year?

YES/NO * Delete as applicable

Total amount carried forward from 2020/2021	£ 0
+ Total amount for this academic year 2021/2022	£18,350
= Total to be spent by 31st July 2022	£18,350

<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 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>	50%
<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>	50%
<p>What percentage of your current Year 6 cohort perform safe self-rescue in different water-based situations?</p>	50%
<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: 2021/22		Total fund allocated: £18,350	Date Updated: June 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:
				%
Intent	Implementation		Impact	68%
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 develop our children's understanding of a healthy, active life style. Give children the opportunity to compete swimming sessions.	All KS2 children offered the opportunity to attend swimming lessons.	£9,738	Increased in number of confident swimmers. Top up sessions offered.	Continued sessions planned to include top up sessions where necessary to ensure all children achieve NC requirements.
Opportunities to find alternative travel to and from school.	Bikeability level 1 & 2 courses Competition incentive to cycle.	£ 240	Increase number of children riding and or scooting to school increase awareness and safety: on roads, when walking, cycling and scooting for fun.	Continue to develop children's skills from level 1 to level 2. Continue to offer incentives to improve the number of children walking, cycling, and scooting to school.
Upgrade our playground equipment	All children could access this across the key stages, before and after school and during breaktimes.	£2,500	Increase physical activity during breaktimes/lunchtimes. Incorporated into PE lessons as a group activity	Sports Leaders could monitor activity. Continuous maintenance checks to ensure equipment is safe and remains within the guaranteed guideline.

Children's engagement with clubs	Gym, Ballet, Football Clubs offered to pupils across the Key Stages		A wider range of clubs offered therefore experience and knowledge of sports will increase for all children who attend. Increased numbers attending and positive feedback on clubs received from parents/outside coaches.	Maintain links with local coaches to continue offering clubs. Continue to develop staff to increase the number of clubs we can offer in the future.
Key indicator 2: The profile of PESSPA being raised across the school as a tool for whole school improvement				Percentage of total allocation:
				%
Intent	Implementation		Impact	0
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:
Upcoming sports events to be discussed in school assemblies to generate excitement around future sporting competitions. Display introducing sports role models - and a results board to share the outcomes of competitive sports matches and celebrate sporting achievements Increase parental engagement and develop a positive attitude to physical education and welling. Class teachers to continue to recognise sporting achievement during the weekly celebration assembly, linked to the value of the week e.g. resilience to raise the profile of PE linked to lifelong learning. Celebrations communicated via school's newsletter and website to raise profile	Dedicated section in assembly to promote upcoming sporting events and to celebrate sporting achievements		Parental feedback highlights an understanding of the importance of the PE Curriculum Pupil and parent voice indicate awareness of sporting achievements	Add specific section into parent survey on sports provision and impact. Playground Friends and sports ambassadors to promote, report and share school achievements

Key indicator 3: Increased confidence, knowledge and skills of all staff in teaching PE and sport				Percentage of total allocation:
				%
Intent	Implementation		Impact	9.8
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:
Sports Lead to develop a skills audit to identify teachers with a secure knowledge of the PE curriculum and teachers who may require support. To continue increasing staff (including HLTAs) confidence and knowledge to deliver a more effective curriculum	Sports Lead to design a skills audit to gain a baseline understanding of teachers' knowledge of the PE curriculum Incorporated the use of assessment for PE, including swimming assessments. Links with Future Games/Premier Sports to support CPD sessions/ after school sports clubs. To continue to update equipment based on curriculum planning needs	£1,000 £2,922	All staff deliver high quality PE lessons which challenge children of different levels and encourage the development of whole school values	Further professional learning opportunities for staff who request it e.g. peer observations
Key indicator 4: Broader experience of a range of sports and activities offered to all pupils				Percentage of total allocation:
				%
Intent	Implementation		Impact	0.81
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: To further develop the sport leadership roles and opportunities offered across the school, with a key focus to year 5 children receiving specific training.</p> <p>Children to have a clear understanding of what it takes to be a Sports Leader.</p> <p>Continue the roles of House Captains and Vice Captains as well as the additional roles around the school during 2021/2022</p>	<p>Select 1-15 sports leaders within year 5 to run lunch time activities.</p> <p>Monitor activities during break times</p> <p>Support extra-curricular clubs.</p> <p>Engage with SGO to complete Sports Leaders training Incorporating leadership qualities across the school.</p> <p>Using such leaders to support the running of intra-house competitions/break and lunch time activities.</p>	<p>T Shirts £150</p>	<p>Increase participation in a variety of ways-not just sports competition</p> <p>Opportunities to identify talent</p> <p>Introduce new activities away from the regular team sports</p>	<p>Continue to increase staff knowledge/FG/Premier Sport support and outside agencies which will in turn support our uptake of SGO competition opportunities</p>
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Key indicator 5: Increased participation in competitive sport				Percentage of total allocation:
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Intent	Implementation		Impact	21.3
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 provide more competitive opportunities for children throughout the academic year. Both intra and inter school competitions	<p>Sports leaders to complete training to be confident to organise and run intra house competitions (break and lunch times)</p> <p>Transport costs-competitions and fixtures.</p> <p>Running sports clubs to link to SGO competitions across all Key Stages.</p> <p>Kingswood Residential Organise dates of visit, travel to visit Parent/carer evenings to provide them with information</p>	<p>£2,000</p> <p>£1,000</p>	<p>Increased level of participation in extra-curricular activities across the whole school</p> <p>Embedded knowledge and aided progression outside of PE lessons</p> <p>Build better community links.</p> <p>Potential to then participate in SGO competitions</p>	<p>Sports Leaders to continue as per above.</p> <p>Continue to increase staff knowledge/FG/Premier Spors support and outside agencies which will in turn support our uptake of SGO competition opportunities</p>

Signed off by	
Head Teacher:	
Date:	
Subject Leader:	T White
Date:	June, 2021
Governor:	
Date:	

