

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](#).



Details with regard to funding

Please complete the table below.

Total amount carried over from 2019/20	£300
Total amount allocated for 2020/21	£18520
How much (if any) do you intend to carry over from this total fund into 2021/22?	£0
Total amount allocated for 2021/22	£18220
Total amount of funding for 2021/22. To be spent and reported on by 31st July 2022.	£18220

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>	(Most recent Data from 2019 due to COVID)
<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>	97.5%
<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>	90%
<p>What percentage of your current Year 6 cohort perform safe self-rescue in different water-based situations?</p>	90%
<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: 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: %	
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:
Ensure that children have access to sufficient and appropriate equipment that supports the development of their skills and understanding of tactical knowledge and ideas in PE.	<p>PE Coach to audit PE resources needed for each unit and order what is required for the next academic year.</p> <p>Equipment has been bought and is being used to support the teaching of PE</p> <p>PE topics have been finished to a high standard due to the equipment available to pupils.</p> <p>Pupil voice shows that pupils understand the life skills and career opportunities which PE offers.</p> <p>Pupil voice shows that pupils understand that PE can support a healthy lifestyle.</p>	£	<p>Resources have been audited and the P.E budget has been spent to ensure quality resources and storage for longevity of investment.</p> <p>Pupil voice has been difficult to collect due to closure and isolation periods.</p> <p>Staff within school are aware of the 30:30 agenda and are aware-that the 1K run launch in September.</p>	<p>Ensure that resources are being looked after and children know how to use them correctly in lessons.</p> <p>Ensure storage of equipment is fit for purpose.</p> <p>Ensure leadership from the sports captains/play leaders includes looking after resources and keeping the P.E store tidy.</p> <p>Continue to evaluate the resources and seek improvements to a wider range of sporting equipment.</p>

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<p>Ensure that the 30:30 agenda is established within school and that all staff and children are aware of the focus on physical activity.</p>	<p>P.E Lead to discuss with school staff the benefits of being physically active throughout the school day</p> <p>Increase parental engagement in school sports, physical education and activities.</p> <p>Ensure the 1k Run is established and children are taking part in this throughout the day.</p> <p>Audit and resource the outdoor play equipment to ensure that playtimes and lunchbreaks are maximised to a great extent.</p>		<p>This will benefit the children by having a consistent brain break which will ensure they are fresher for learning. Physically the children will benefit from having a consistent 15 minutes of running each day.</p> <p>Website used to promote sporting events.</p> <p>Outdoor play equipment was audited and further resources added. The impact on children is that there has been more physically active lunchtimes and playtimes. Children have access to better resources which has encouraged them to take part in play at break times.</p>	<p>New Sports Coach to support staff development in PE.</p> <p>New Sports coach to promote 30:39 agenda and re-establish the daily mile.</p> <p>Find out which active club parents would like to attend with their children.</p> <p>Raise profile of House Captains and Play Leaders in line with 30:30 agenda.</p>
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<p>Key indicator 2: The profile of PESSPA being raised across the school as a tool for whole school improvement</p>	<p>Percentage of total allocation: %</p>
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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>Develop and then embed the vocabulary expected within P.E lessons.</p>	<p>Ensure class teachers are aware of the Tier vocabulary expected within each strand they are teaching.</p> <p>Make this vocabulary visible in lessons and encourage the children to be using this correct terminology throughout their lessons.</p>	<p>£</p>	<p>P.E progression grid has been further developed to slim down the vocabulary expected. Children will be encouraged to use this in their lessons and when discussing their learning.</p>	<p>Ensure class teachers are aware of the slimmed down vocabulary</p> <p>Print off the vocabulary to be used within P.E lessons.</p> <p>Staff develop use of models in PE.</p>

<p>Ensure that all stakeholders within school are aware of the investment in resources and the expectations of children taking part in Physical Education at Ash Grove.</p> <p>The curriculum supports pupils to be physically and mentally healthy, resilient and independent learners. They make informed choices about healthy eating, fitness and their emotional and mental wellbeing.</p> <p>Sports Display Board up to date and attractive. Assemblies to mention PE/Sports</p>	<p>Communicate with all school staff about the importance of the subject. Make children aware of the displays and resources in school and establish boundaries for keeping</p> <p>An action plan in place to develop mental and physical health across the school. All classes to undertake regular activities improving mental wellbeing. Clear map in place of how the curriculum supports physical and mental wellbeing across the school. Subject maps for PE that evidences how they contribute to developing character, resilience, confidence and independence.</p>		<p>P.E subject leader will ensure this vocabulary is printed to be used by class teachers. Impact of this will be that children will be able to discuss their learning using more appropriate terminology associated with the subject</p> <p>Children within school are more aware of the resources which we now have. Further work needs to be completed in setting expectations for P.E within school. This will ensure more hard working, calmer and productive lessons where children learn core skills and knowledge in P.E.</p> <p>Whole school Physical Education, School Sport and Physical Activity curriculum combined with the focus on MHWB ensures that children are supported holistically in their development. Further work will be needed on this once the COVID pandemic has fully ended and the school curriculum returns to full operation.</p> <p>Raised profile of PE and importance of having good</p>	<p>Sports Development Coach Impact report on Agenda Governing Body Meeting.</p> <p>Ensure class teachers delivering P.E are firm in their expectations in lessons for P.E. Resources are used appropriately and looked after by the children.</p> <p>Ensure learning environments, pupil voice, teaching and learning all reflect the support given to our children for holistic development. Monitor this through pupil voice discussions, lesson observations etc.</p> <p>Raised profile of PE and importance of having good sporting behaviour & healthy</p>
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awards.			sporting behaviour & healthy attitudes/lifestyle.	attitudes/lifestyle. Weekly letter to parents to have sporting focus.
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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:
Ensure that teachers and other adults are confident to deliver the PE curriculum using the Rosenshine's pedagogy.	Ensure all teachers know about the Rosenshine's approach to teaching all subjects. Subject lead to train staff on the Rosenshine's approach to teaching PE and teachers are beginning to use these approaches confidently. Subject lead/Sports Coach to undertake Pupil Voice of PE lessons across school. Subject lead to undertake monitoring of PE lessons across school.	£	Teachers within school have had further training on the principles of Rosenshine. The impact of this will ensure children can know more and remember more of their learning. Further work needs to be undertaken on linking back to prior P.E lessons and ensuring that knowledge, skills and vocabulary are consistently recapped upon	Sports coach to monitor P.E lessons when possible to ensure that pupils are knowing more and remembering more of their learning. Work alongside class teachers to ensure that each lesson has an opportunity to recap prior skills and understand how this relates to new learning.
Audit teacher confidence in the delivery of the PE curriculum. Provide training and support/materials to ensure that those who are not experts in this area are able to deliver the content effectively.	PE audit is carried out by all members of staff. Training in staff meetings to develop specific knowledge based on the audit. PE Coach to model delivery of PE		Audit has not been carried out in the Summer term but will carried out in September ahead of the new year.	Ensure audit is carried out at the start of the academic year September 2021.

<p>Teachers have good knowledge of the subject they teach. The subject leader provides effective support for those teaching outside their main areas of expertise.</p> <p>PE is assessed effectively to ensure that pupils build upon their prior skills and knowledge.</p>	<p>activities to Support Staff and then support them with delivering these to small groups. Second PE audit carried out by staff to show growing understanding/confidence in the subject. Pupil Voice and subject monitoring carried out.</p> <p>Review and collate staff audits. Plan programme of PE CPD Revisit the use of Rosenshine's Principles across the PE curriculum. Staff meetings to develop PE specific knowledge and use of Rosenshine's. SLT and Subject Leaders to monitor pupil's work through whole school staff meetings with a curriculum focus. Train staff to become familiar with the STEP principle (Space, Task, Equipment, Players).</p> <p>Audit the current way that PE is assessed and use this information to plan for how PE will be assessed going forward to ensure that this is manageable and affective. Teachers to use assessment tool for PE and provide feedback to lead. PE lead to monitor and collate assessment to demonstrate</p>		<p>LTP and Progression grid have been tweaked to ensure it fully meets the needs of the children in school. Impact of this will be over the coming years where children have greater opportunity to learn, develop and embed their skills and knowledge in P.E.</p>	<p>Ensure that pupil questionnaires are carried out at the start of the topic and then revisited for new learning at the end of the topic. Subject Leader to collate these to evidence the impact of lessons.</p> <p>Join the AFPE to keep up to date with current changes and practice</p>
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<p>Subject leader has the required subject expertise in order to effectively lead and develop their subject.</p>	<p>progress is being made in this subject. Triangulation monitoring of assessment, pupil voice and work to ensure pupils know more and remember more in PE. Pupil questionnaires to be carried out at the beginning of a unit to identify their prior knowledge and confidence. These will then be repeated at the end of the unit to identify progress.</p> <p>PE leader to familiarise herself with the scheme, how it is rolling out and what is being taught when. Attend network meetings for PE.</p> <p>PE lead to share any developments with all staff involved in PE lessons.</p>		<p>Time has been spent re-organising the LTP which is then being broken down into a MTP which shows a clear break down of skill progression. The impact of this is that lessons will be progressive across the range of disciplines and across year groups. This will allow children to build on their prior knowledge before learning new skills.</p>	
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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:

<p>Additional achievements: Ensure that the children have a wide range of sports and activities offered to them.</p>	<p>Pupil discussion will help to establish which sports the pupils would like to have experience of. Liaise with other staff to establish what sports we could offer in the future which would be new to the school. Audit the resources to ensure that we have appropriate resources to offer pupils a wide range of sports in lessons and in after school clubs Liaise with sports coaches and companies to establish a programme of activities which could be offered to all our pupils.</p>	<p>£</p>	<p>COVID</p>	
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Key indicator 5: Increased participation in competitive sport				Percentage of total allocation:
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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?:	Sustainability and suggested next steps:
<p>Train play leaders and sports leader to organise games for KS1 pupils.</p> <p>Re-establish, develop and increase the number of children competing in tournaments,</p>	<p>Ensure all staff are aware of the events for the forthcoming year.</p> <p>Ensure the curriculum is planned appropriately so that we can build on the skills needed for our competitive teams.</p> <p>Plan after school clubs in line with the sporting events which will be coming up in the year.</p> <p>Liaise with school staff to establish interest in the teams for these events.</p> <p>Make sure pupils are aware of the events in school and that the interest in school sport is embedded.</p> <p>Plan ahead for coach costs to ensure that we can send teams to the events and compete with other schools.</p> <p>MCC Bronze package.</p>	£	COVID19 impacted on all competitive sports and events.	<p>Liaise with the local school games organiser to establish the local offer for events in 2021/2022.</p> <p>Train play leaders and sports leader to organise games for KS1 pupils.</p> <p>Re-establish, develop and increase the number of children competing in tournaments,</p>

Signed off by	
Head Teacher:	
Date:	

Subject Leader:	
Date:	
Governor:	
Date:	