

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	£0
Total amount allocated for 2020/21	£18,070
How much (if any) do you intend to carry over from this total fund into 2021/22?	£0
Total amount allocated for 2021/22	£17,760
Total amount of funding for 2021/22. To be spent and reported on by 31st July 2022.	£17,760

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 2020.</p> <p>Please see note above</p>	96%
<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>	96%
<p>What percentage of your current Year 6 cohort perform safe self-rescue in different water-based situations?</p>	100%
<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

Created by:



Supported by:



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: £16,500		Date Updated: 20.7.2022	
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: 92%
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?:	
<ul style="list-style-type: none"> • Clear and effective Physical Activity policy that is adopted throughout the year groups and regular physical activity throughout the day • At Springcroft every pupil participates in at least the minimum 2 hours of physical activity per week- one hour with a PE specialist and 1 hour timetabled into the class timetable. 		<ul style="list-style-type: none"> • Wide range of sports during after school clubs delivered by PE specialists. • 15 minutes physical activity scheduled daily within breakfast club • PE specialist teaching 1 hour per week and healthy lifestyles sessions delivered – one class per half term. 		£16,500	
				<ul style="list-style-type: none"> • Pupils are consistently engaged in physical activity. • Pupils understand the importance of physical activity and the health benefits of living a healthy lifestyle with Physical Activity being a core value of this. 	
					Percentage of total allocation: %

Key indicator 2: The profile of PESSPA being raised across the school as a tool for whole school improvement				
Intent	Implementation		Impact	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:
<ul style="list-style-type: none"> High Quality PE lessons planned and delivered by skilled staff members Social Sport is planned and delivered within school and in our local cluster. Physical Activity a key part of the school day High quality PE sessions to be differentiated and taught to SEN children. 	<ul style="list-style-type: none"> PE lessons observed and evaluated on a regular basis Staff aware of the importance of Social Sport and impact on children. 	£650 (equipment)	<ul style="list-style-type: none"> Pupils aware of the importance of regular Physical Activity Pupils regularly participate in Physical Activity including swimming, outdoor education and PE lessons. 	<ul style="list-style-type: none"> Continue to reflect on PE curriculum taught and being monitored by SLT and the PE Lead. More social sport played outside of school. Regular maintenance of high-quality equipment for both PE lessons and Lunchtimes to maintain engagement in Physical activity.

Key indicator 3: Increased confidence, knowledge and skills of all staff in teaching PE and sport				Percentage of total allocation:
Intent	Implementation		Impact	2%
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"> • Staff to be knowledgeable and have confidence to deliver parts of the PE curriculum. • PE specialists to deliver high quality sessions. 	<ul style="list-style-type: none"> • PE lessons planned by PE specialists and staff to gain weekly CPD by observing and joining in with the sessions. • PE lessons delivered on regular basis with all classes receiving high quality PE lessons whether delivered by PE specialist or classroom teacher. • PE specialist to coach other members of staff where relevant to ensure PE teaching is of the highest standard. 	<p>£500 (extra CPD courses)</p>	<ul style="list-style-type: none"> • Children receiving high quality PE lessons delivered by PE specialists. 	<ul style="list-style-type: none"> • Continue to develop knowledge and links with our feeder high school and P.E leads from other local primary schools. • Ensure staff are aware of extra CPD opportunities.
--	---	-------------------------------------	---	---

<p>Key indicator 4: Broader experience of a range of sports and activities offered to all pupils</p>	<p>Percentage of total allocation: 2%</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>
<ul style="list-style-type: none"> • Increased range of different sports taught during PE lessons. • Increased range of different sports taught during after schools clubs. • Increase children who represent Springcroft in cluster sports. 	<ul style="list-style-type: none"> • Constantly reviewing and evaluating PE curriculum and the sports/skills developed over the curriculum. • Regular Cluster meetings with PE leads to enhanced sports in our local area and beyond life at Springcroft. 	<p>£</p>	<ul style="list-style-type: none"> • Pupils can now apply a range of fundamental sporting skills to a range of different sports • Pupils can apply sport specific skills to certain sports and when competing in competitive games. 	<ul style="list-style-type: none"> • Continue reviewing the range of sports and activities offering to all pupils

Additional achievements:				
--------------------------	--	--	--	--

Key indicator 5: Increased participation in competitive sport				Percentage of total allocation:
				1%
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"> Children to participate in social and competitive sport in competitive fixtures and social settings both outside and inside of school 	<ul style="list-style-type: none"> Participation in CADSSA and Cluster events. All children engaging in School Sports Day. 	£150	<ul style="list-style-type: none"> Pupils can apply skills taught and apply in competitive scenarios 	<ul style="list-style-type: none"> Intra school competitive games during PE lessons. Continue to attend a wide range of sporting events Increase number of children accessing competitive sport outside of the school and creating B leagues/B teams when possible.

Signed off by	
Head Teacher:	S. Drew
Date:	20.07.2022
Subject Leader:	SJohnson
Date:	20.7.2022

Governor:	D. Chadwick
Date:	20.07.2022