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# 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	£0
Total amount allocated for 2020/21	£16750
How much (if any) do you intend to carry over from this total fund into 2021/22?	£0
Total amount allocated for 2021/22	£16750
Total amount of funding for 2021/22. To be spent and reported on by 31st July 2022.	£16750

## 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><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></p>	<p>No swimming took place due to Covid 19 and our pool not being available. New pool sourced for 2021-22</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><b>N.B.</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 2021. Please see note above</p>	0%
<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>	0%
<p><b>What percentage of your current Year 6 cohort perform safe self-rescue in different water-based situations?</b></p>	0%
<p>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?</p>	No



## Action Plan and Budget Tracking-NB YEAR HIT BY COVID DISRUPTION IN VARIOUS WAYS

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.

<b>Academic Year:</b> 2020/21	<b>Total fund allocated:</b>	<b>Date Updated:</b> July 21		
<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: %100
Intent	Implementation		Impact	
Our approach to PE/Sports has remained the same. That being we want pupils equipped with the knowledge about the need for activity, how to supplement this healthy eating and most importantly engendering a love of physical activity.	2x timetables lesson per week with Sports Coach Daily play session-1 x 30 mins and 1 x 15 mins (1x15mins Active start) Additional activities on Thursdays afternoons as part of Skills Curriculum-up to 1.5 hours Additional activities on Friday afternoons as part of reward program including play at parks, football/archery etc. Weekly cooking sessions for most classes and some individual intervention sessions as well. Eg Active start were student part take in a boot camp like workout to begin the day. Activities adjusted due to the pandemic and therefore bubble based, with smaller groups and focus on individual sports:	Funding allocated: Sports Coach costs above total sum allocated	Evidence of Impact: -Pupils Voice-Yr 6-Thanks to Mr V has he has taught me how to be a good sportsman -Lesson observations all reviewed with great number of strengths and minor 'even better if' comments. -See Autism Accreditation report	Next steps: Pending the pandemic, gradually return to full program when safe to do so

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	
Even though the pandemic has caused revised approaches and contingencies, the strategic focus on the vital role that sports provision plays has remained constant.	<p>Even with lockdown phases, and some pupils out of school-provision still continued via online/physical or blended approach.</p> <p>New events staged due to the pandemic such as Larwood Assault Course Challenge.</p> <p>At the end of each half term, events were staged for the student to be able to experience what life at Larwood would have been like without being in a pandemic, ( Football snooker, football golf, Assault course challenge and Archery event).</p> <p>Without the pandemic student would have been able to go offsite and visit outdoor events.</p>	Funding allocated: Covered within monies spend on Sports Coach	Evidence of impact: Pupil participation – excellent and in vast majority of cases-100% Pupil feedback on changes made-excellent!	<p>Sustainability and suggested next steps:</p> <p>Assault Course challenge to become embedded as part of the curriculum</p> <p>Move back to normal curriculum as soon as possible!</p> <p>Return to events based off site as soon as safe to do so</p>

Key indicator 3: Increased confidence, knowledge and skills of all staff in teaching PE and sport			
Intent	Implementation		Impact
<p>Dedicated Sports Coach as member of Larwood Staff</p> <p>Two additional staff now delivering Sports related activities as part of the timetable and if cover needed Learning and Support Staff consistently part of delivery team for lessons</p> <p>Member of staff dedicated for additional dance related sessions</p>	<p>This worked well for one group (Space Hub) allowing for a split of the class and different approach/sports to be taught</p>	<p>Funding From staffing budget</p>	<p>Evidence of impact: Greatest level of participation for the group and less incidents when compared to traditional method of delivery.</p> <p>next steps: Repeat if cohort dynamics allow next year</p>

Key indicator 4: Broader experience of a range of sports and activities offered to all pupils			
Intent	Implementation		Impact
<p>In normal times our pupils would experience a rich and diverse range of opportunities-many off site and for the first time in their educational journey as they tend to have been stopped/banned or actively discouraged to take part in such sessions. We could not access this range of opportunities and therefore we decided to extend what we could offer on site to maximise the enjoyment and fun pupils could experience in different times.</p>	<p>Create on site obstacle course and allow access to all classes via PE lessons for this</p> <p>Buy enough archery sets so that pupils can participate in this regularly</p> <p>Adapt the curriculum to provide additional opportunities eg boot camp type events</p>		<p>Evidence of impact: Pupil feedback to PE Coach –excellent so obstacle course will be repeated next year.</p> <p>Archery feedback also very positive.</p>

allocated:

next steps:

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:
		£		

Signed off by	
Head Teacher:	
Date:	
Subject Leader:	
Date:	
Governor:	
Date:	