

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](#).



Created by:



Supported by:



Details with regard to funding

Please complete the table below.

Total amount carried over from 2019/20	£0
Total amount allocated for 2020/21	£16,800
How much (if any) do you intend to carry over from this total fund into 2021/22?	£0
Total amount allocated for 2021/22	£16,860
Total amount of funding for 2021/22. To be spent and reported on by 31st July 2022.	£16,860

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 2021.</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>	33%
<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>	

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.

Academic Year: 2021/22	Total fund allocated:	Date Updated: July 22		
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: %100
Intent	Implementation		Impact	
<p>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.</p> <p>We intend to include a wider range of sporting activities to include activities from a range of other countries.</p> <p>To include forest schooling in our curriculum</p>	<p>2x timetables lesson per week with Sports Coach</p> <p>Daily play session-1 x 30 mins and 1 x 15 mins</p> <p>Additional activities on Thursdays afternoons as part of Skills Curriculum-up to 1.5 hours</p> <p>Additional activities on Friday afternoons as part of reward program including play at parks, football/archery etc.</p> <p>Weekly Thursday skills sessions for students that show an interest in developing their football skills at all levels.</p> <p>Football team has been set up with lunch time training session taking place and match being played outside school hours on a Wednesday afternoon.</p> <p>Four staff will be involved in the delivery of our Forest school. Two have already been trained as leads assisted by two more staff</p>	<p>Funding allocated: Sports Coach costs above total sum allocated</p> <p>Additional spending to train two Forest school leads-school funded</p>	<p>Evidence of Impact:</p> <ul style="list-style-type: none"> -Pupils Voice and parent/pupil feedback -Lesson observations all reviewed with great number of strengths and minor 'even better if' comments. -See Autism Accreditation report - Broaden our curriculum by including forest school opportunities for all pupils 	<p>Next steps:</p> <p>Enhance the physical education offer by delivering a broader spectrum of sporting activities and including a Forest school</p>

Created by:



Supported by:



	that will support			
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	
Increase opportunities for formal PESSPA at playtimes; raising visibility, awareness and participation, specifically for girls' engagement.	Purchase sports and activate play equipment to use at playtime across the school. Supported by programmes of activities	Funding allocated: Covered within monies spend on Sports Coach	Activities to engage all pupils and girls particularly – researched and consulted with pupils, parents and staff	2% additional spend- school funded. +- 2%
Equipment for sports day	To include more participants and involve family members in the activities – modelling, rewarding and promoting the value of physical engagement.		Specific games to enliven sports participation of pupils to demonstrate to parents and carers	2% additional spend- school funded

Key indicator 3: Increased confidence, knowledge and skills of all staff in teaching PE and sport				Percentage of total allocation:
				%
Intent	Implementation		Impact	
Dedicated Sports Coach as member of Larwood Staff 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	Introduce a variety of staff with different skills sets to focus on specific areas of physical development. Introduce physical activities such as dance and gymnastics	School funded	Pupil feedback and observation	School funded

<p>lessons</p> <p>Member of staff dedicated for additional dance related sessions during skills and Friday activity sessions</p>				
--	--	--	--	--

Key indicator 4: Broader experience of a range of sports and activities offered to all pupils Percentage of total allocation:
%

Intent	Implementation		Impact	
<p>Our pupils 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 alternative sporting equipment to enhance the physical education offer so that all pupils can participate in this regularly and are exposed to more opportunities/ experiences</p>	<p>Funding School funded</p>	<p>Pupils are able to participate in a wider range of activities, allowing them to experience alternative activities and broaden their knowledge of the world.</p>	<p>N/A</p>

Key indicator 5: Increased participation in competitive sport				Percentage of total allocation:
				%
Intent	Implementation		Impact	
Create opportunities for children to be able to compete in competitive sporting events throughout the year. This will include, but is not limited to sports such as football, rugby, hockey and cricket.	Agree fixtures with other SEN and mainstream provisions locally	Additional after school hours payment for support staff	Engagement in school competitions, working with other schools and facilitating opportunities/ exposure to competition	N/A

Signed off by	
Head Teacher:	Pierre van der Merwe
Date:	28.04.23
Subject Leader:	Victor Osobu
Date:	28.04.23
Trustee:	
Date:	