

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 2020/21	£0
Total amount allocated for 2021/22	£16291.00
How much (if any) do you intend to carry over from this total fund into 2021/22?	£4111.81
Total amount allocated for 2021/22	£12179.19
Total amount of funding for 2021/22. To be spent and reported on by 31st July 2022.	£12179.19

Swimming Data

Please report on your Swimming Data below.

Meeting national curriculum requirements for swimming and water safety. 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. 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	
What percentage of your current Year 6 cohort swim competently, confidently and proficiently over a distance of at least 25 metres? 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. Please see note above	0 %
What percentage of your current Year 6 cohort use a range of strokes effectively [for example, front crawl, backstroke and breaststroke]? Please see note above	0 %
What percentage of your current Year 6 cohort perform safe self-rescue in different water-based situations?	0 %
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?	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:		Date Updated:	
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: 16%
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:	
Pupils will access physical activities outdoors for at least 30 minutes every day.		<ul style="list-style-type: none"> activity packs (rucksacks) for each class) filled with resources that encourage pupils with varying needs and abilities to engage in physical activity scooters and trikes in the main playground are a highly motivating resource to encourage pupils to be active 		£2010	
				Evidence of impact: what do pupils now know and what can they now do? What has changed?:	
				Pupils show a higher engagement with physical activities outside. Pupils are able to access motivating and meaningful activities and want to be physically active. Support staff are more confident to support meaningful physical activities during leisure times.	
Key indicator 2: The profile of PESSPA being raised across the school as a tool for whole school improvement					Percentage of total allocation: 28%
Intent		Implementation		Impact	

<p>For the curriculum provision for physical development and healthy living to be excellent. To extend the variety of appropriate and meaningful PE activities.</p> <p>To give targeted support to pre subject and engagement learners with a focus on the lower levels of physical development: gross and fine motor skills and self regulation</p>	<ul style="list-style-type: none"> Physical activity and sport as discreet lesson twice weekly. Participation in daily mile for most pupils daily HLTA cover in classes has a focus on the development of gross and fine motor skills daily sensory circuits (at least) weekly focussed fine motor skills sessions pupil participation in Thanet Inclusive Games 	<p>£3200</p> <p>£255 (Inclusive Sport)</p>	<p>Pupils are visibly engaging in physical activity across each day and week. Staff record observations (Evidence Me) showing increased physical activity. Timetables show regular lessons and activities focussed on physical development.</p>	
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<p>Key indicator 3: Increased confidence, knowledge and skills of all staff in teaching PE and sport</p>			<p>Percentage of total allocation:</p>
			<p>16%</p>
Intent	Implementation	Impact	
<p>Increased confidence, knowledge and skills of all staff in offering physical activity to support sensory regulation</p>	<ul style="list-style-type: none"> provide staff with knowledge, skills and resources to provide an increased access for all pupils to a sensory diet 	<p>£1924.19</p> <p>Staff communicate confidently about pupil progress in physical development and progress is evidenced through pupils' provision plans. Observations demonstrate pupils improved ability to self regulate and be ready for learning.</p>	
<p>Key indicator 4: Broader experience of a range of sports and activities offered to all pupils</p>			<p>Percentage of total allocation:</p>
			<p>22%</p>
Intent	Implementation	Impact	

<p>Pupils have the opportunity to trial or continue to take part in wall climbing/bouldering.</p> <p>To extend the breadth of skills in pupils working on higher levels of physical development</p>	<ul style="list-style-type: none"> ● weekly sessions offered at local climbing hall ● horse riding ● riding a scooter ● greater variety of challenging activities in PE lessons 	<p>£2690</p>	<p>Observations, provision plans and pupils centred meetings such as EHCP reviews, PEP etc demonstrate increased wellbeing and participation and a positive impact on self esteem and resilience.</p>	
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Key indicator 5: Increased participation in competitive sport				Percentage of total allocation:
				17%
Intent	Implementation		Impact	
To support sensory regulation and raise the resilience of Stone Bay pupils to be able to participate in organised sporting activities.	<ul style="list-style-type: none"> provide each class with bespoke pack of resources to support sensory regulation support class teams to enable all pupils to access the use of Zones of Regulation in a way meaningful and appropriate ot them 	£ 2100	<p>Staff report that they are more confident in supporting sensory regulation. Zones of regulations are used across all classes.</p> <p>Pupils are improving their ability to transition to different activities within school and to familiar places outside school. They are working towards being able to transition to unfamiliar places such as venues for sporting competitions.</p>	