

# 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](https://www.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                                                  | £21,317.00 |
| How much (if any) do you intend to carry over from this total fund into 2021/22?    | £7,676.63  |
| Total amount allocated for 2021/22                                                  | £21,317.00 |
| Total amount of funding for 2021/22. To be spent and reported on by 31st July 2022. | £28,993.63 |

## Swimming Data

Please report on your Swimming Data below.

|                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                     |     |
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| Meeting national curriculum requirements for swimming and water safety.<br><br>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.<br><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> |     |
| What percentage of your current Year 6 cohort swim competently, confidently and proficiently over a distance of at least 25 metres?<br><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 2022.<br>Please see note above                                                                                                                                                                        | 72% |
| What percentage of your current Year 6 cohort use a range of strokes effectively [for example, front crawl, backstroke and breaststroke]?<br>Please see note above                                                                                                                                                                                                                                                                                                                                  | 72% |
| <b>What percentage of your current Year 6 cohort perform safe self-rescue in different water-based situations?</b>                                                                                                                                                                                                                                                                                                                                                                                  | NA  |
| 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?                                                                                                                                                                                                                                                                     | 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:28,993.63                                                                                                                                                                            |  | Date Updated: 16.07.2022 |  |                                                                                                                                                                             |  |                                                                                                           |
| Key indicator 1: The engagement of all 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:                                                                                                                                             |  |                                                                                                           |
|                                                                                                                                                                                                                        |  |                                                                                                                                                                                                           |  |                          |  | 0%                                                                                                                                                                          |  |                                                                                                           |
| 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:                                                                  |
| Pupils to receive two timetabled PE lessons a week.                                                                                                                                                                    |  | All pupils are timetabled with one PE lesson with specialist teacher and one with their class teacher. One term will be supported via Gymnastics coaches. Year 5 will attend 1 term of swimming lessons.  |  | N/A                      |  | Current Year 2 & 6 teachers and pupils have received a term of support/delivery with two specialist gymnastics coaches.                                                     |  |                                                                                                           |
| Extra-Curricular Activities to be implemented daily to support CMO's recommended guidelines of 30mins of physical activity a day in school                                                                             |  | Currently run 26 extra-curricular sports activities in addition to the two timetable PE lessons for children to attend which include Gymnastics, Netball, Football, Cricket, Archery, Athletics and Yoga. |  | N/A                      |  | Pupils have access to a great selection of extra-curricular activities before, during and after school. After Autumn term we currently have 589 extra-curricular attendees. |  | Look into other members of staff leading extra-curricular clubs and working alongside coaches to upskill. |

| Key indicator 2: The profile of PESSPA being raised across the school as a tool for whole school improvement                                                |                                                                                                                                                                                                                                                                                           |                    |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                          | Percentage of total allocation:                                                                                                                                                                                                                                                                                                                             |
|-------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
|                                                                                                                                                             |                                                                                                                                                                                                                                                                                           |                    |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                          | 40%                                                                                                                                                                                                                                                                                                                                                         |
| 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:                                                                                                                                                                                                                                                                                                                    |
| Improve the teaching and learning of gymnastics.                                                                                                            | All teachers Reception-Y6 to be supported for one term with the Gymnastics Coaches to improve confidence, subject knowledge, and delivery of Gymnastics.<br>Pupils receive a term of Gymnastics via specialist, qualified Gymnastics coaches alongside their class teacher/support staff. | £11,520            | Pupils have started to be able to use Gymnastic specific language and link this vocabulary into their learning.<br>Pupils have shown an increase in core strength, flexibility knowledge and understanding of the various skills learnt through gymnastics and some can now link these skills to other sports.<br>Teachers can also understand how gymnastics equipment be used to support pupils learning along with how to support learning using building blocks to achieve greater goals over a sequence of lessons. | Review at the end of each term how confident teachers would be delivering gymnastics now they have been supported by the coaches. Observe those confident enough to deliver a lesson. Feedback from PE lead and gym coaches. Review what children know now what they didn't know before.<br>Review curriculum to allow progression into the following year. |

| Key indicator 3: Increased confidence, knowledge and skills of all staff in teaching PE and sport                                                            |                                                                                                                                          |                    |                                                                                                                                                                                                                                                                                                                                                     | 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: | Evidence of impact: what do pupils now know and what can they now do? What has changed?:                                                                                                                                                                                                                                                            | Sustainability and suggested next steps:                                                                                                                                           |
| New simpler scheme of work needed for all staff to access and follow. PE lead should have an understanding what teachers are delivering throughout the year. | Purchased Val Sabin schemes of work for the delivery of games, Gymnastics, dance and Athletics for teachers to access and deliver.       | £700               | The schemes will allow teachers to follow a unit and see progression over topics being taught. Pupils will be able to remember and relate previous units of work and prepare, recall, and link them in future units during their time at our school.<br>The PE lead can now discuss with teachers and identify strengths and areas for improvement. | Arrange session with staff on how to access & follow the new schemes.                                                                                                              |
| Install two Cricket nets to support teaching of skills through striking & fielding units of work.                                                            | Arrange meeting with a member of Actonians Cricket club to discuss possible options and ways the nets could support teaching & learning. | £5,960             | The new Cricket nets will support teachers in the delivery of all Striking & Fielding lessons during delivery of the curriculum. The nets will support children participating in active break and lunchtimes where they will have access to for use.                                                                                                | Spend lunchtimes working alongside staff on the various ways the nets can be used safely by children. Introduce some games to support children increasing active break/lunchtimes. |

| Key indicator 4: Broader experience of a range of sports and activities offered to all pupils                                                               |                                                                           |                           |                                                                                                                                                                                                                                           | Percentage of total allocation:<br>10%                                                                                                                                                                                                                                                                                                                       |
|-------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------|---------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| 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:                                                                                                                                                                                                                                                                                                                     |
| Additional achievements:<br>Introduce NFL Flag Football as an extra-curricular club.                                                                        | PE lead to attend NFL training day via Featherstone SSP package.          | N/A Part of FSSP Delivery | Run an extra-curricular club to a small cohort to become familiar with the new unit of work. Look at ways we can introduce NFL in curriculum.                                                                                             | Staff member attended NFL training and PE lead has continued delivering Flag football to a small group of Y5/6 pupils. Extra-curricular session has now been timetabled into morning sports clubs with 20 new Y3/4 pupils now learning the flag programme. PE lead to Review sessions throughout the summer term and feedback to newly trained staff member. |
| Purchase of additional equipment to replace old or replace lost/damaged.                                                                                    | Order additional equipment to match the needs of the new schemes of work. | £1245.45                  | Teachers have equipment necessary to deliver the new schemes of work.                                                                                                                                                                     | Monitor the use of the new equipment and ensure its kept clean and tidy. Replace any other equipment that may be too old or damaged. Ensure Gym Fix continue to monitor all other paly/sports equipment and act on their advisory's.                                                                                                                         |
| Introduce Skip2Bfit programme                                                                                                                               | Skip2Bfit Kitbag and introduce the daily challenge to our pupils          | £375.00                   | Whole school implementation to a skipping challenge. Making all pupils aware of the benefits of Physical activity. This is a great alternative to the daily mile where we as a school would find difficult to run due to a lack of space. | Training session to be run by the PE lead to lunch time supervisors. Select members of staff to update scores and run the skipping weekly challenge day.                                                                                                                                                                                                     |

| Key indicator 5: Increased participation in competitive sport                                                                                                   |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                      |                                  |                                                                                                                                                                                                                                                                                                                                                                           | Percentage of total allocation:          |
|-----------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------|
|                                                                                                                                                                 |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                      |                                  |                                                                                                                                                                                                                                                                                                                                                                           | 9%                                       |
| 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: |
| Investigate opportunities for our higher ability pupils to compete outside the school's competition framework and link these to our pathway to community sport. | Joined the Featherstone School Sports Partnership for year 2021/22 & 2022/23, which has/will give us access to performance & development competitions. SEND events, festivals, Hybrid & Virtual events.<br>Entered two Cricket competitions outside of our school partnership. One being a girls only indoor competition which links them to Actonian's Cricket Club. The second through Capital Kids Cricket Foundation which can lead to pupils competing at Lords Cricket Ground. | £5,499<br><br>N/A Free to enter. | Pupils can now continue their journey in sport outside of the school's remit. With nearly 20 girls linked to Actonian's Cricket Club. Their pathway to continue developing and competing is clearly set out. Coaches from the club also support the delivery of in school PE lessons and extra-curricular clubs to support preparing them for competitions and festivals. |                                          |
| Continue linking our students to Flames Netball Club.                                                                                                           | Netball Coach from Flames Netball Club to support PE lead with delivering Netball to Year 4/5/6 pupils.                                                                                                                                                                                                                                                                                                                                                                              | £360.00                          | Currently 14 girls are associated with Flames Netball club and are accessing extra training session, competitive matches and Festivals outside school.                                                                                                                                                                                                                    |                                          |

|                                                                                   |                                                                                                                                                                |                   |                                                                                                                     |  |
|-----------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------|---------------------------------------------------------------------------------------------------------------------|--|
| Coach Hire                                                                        | Coaches required taking Sports Hall Athletics Team to 4 separate venues across London. Including transport to Loughborough University for NFL national Finals. | £1715.46          | Coaches required to take staff and the Sports Hall Athletics Team (30 children) to 3 separate venues across London. |  |
| Installation of two Basketball Posts.                                             | Report from Gym Fix identified that two Freestanding Basket posts were condemned and advice given was to replace with socket posts.                            | £1755             | Staff/pupils to be able to continue delivering PE using safe equipment.                                             |  |
| Celebrate pupil's success and acknowledgement to their wider school achievements. | Trophies purchased                                                                                                                                             | £31.90            | Staff and pupil's attended assembly to celebrate pupil's achievements.                                              |  |
| Total Spend                                                                       |                                                                                                                                                                | <b>£29,161.81</b> |                                                                                                                     |  |

|                 |                         |
|-----------------|-------------------------|
| Signed off by   |                         |
| Head Teacher:   | Caroline Hodges         |
| Date:           | 19 July 2022            |
| Subject Leader: | Bobby Behzadi           |
| Date:           | 19 July 2022            |
| Governor:       | Shirley Kenworth-Wright |
| Date:           | 19 July 2022            |