

Evidencing the impact of the Primary PE and sport premium

Website Reporting Tool

Revised October 2020

Commissioned by



Department
for Education

Created by



YOUTH
SPORT
TRUST



[Education Inspection Framework](#) (Ofsted 2019 p64) 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 criteria](#) (p41) inspectors consider the extent to which schools can articulate their curriculum (INTENT), construct their curriculum (IMPLEMENTATION) and demonstrate the outcomes which result (IMPACT).

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

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 as well as on the impact it has on pupils’ PE and sport participation and attainment by the end of the summer term or by **31st July 2022** at the latest.

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In the case of any under-spend from 2020/21 which has been carried over this must be used and published by 31st March 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 no later than the 31st March 2022. To see an example of how to complete the table please click [HERE](#).

PE and Sports Premium Statement 2021 - 2022

Created by:	Supported by:
Key achievements to date:	Areas for further improvement and baseline evidence of need:
<p>1/ The engagement of all pupils in regular physical activity Teachers have followed a broad curriculum that stimulates children and enables them to take part in sport both individually and as part of a team. The curriculum has enabled children to access PE regularly in spite of the pandemic and multiple lockdowns. Clubs were made available for the children to engage in led by skilled practitioners from First for sport.</p> <p>2/ Raise the profile of PE and sport across the school PE has a high profile within the school and children are keen to participate in their learning. Children show a great enthusiasm for the opportunities on offer in their lessons and through after school clubs, which work with a variety of skilled practitioners such as First for sport.</p> <p>3/ Increase the confidence, knowledge and skills of all staff in teaching PE Staff have an understanding of how important PE and sport are in the curriculum and the positive effect it has on the children. All staff share a clear understanding of the importance of PE and School Sport in the curriculum. To develop staff knowledge and skills, First for Sport have provided opportunities for staff to observe high quality teaching and work alongside sports specialists.</p>	<p>1/ Review sport and physical activity provision and ensure that all pupils have access to sufficient opportunities to be active throughout the school day.</p> <p>1/ review the PE policy to ensure it is still meeting the needs of all children including the intent, implementation and impact.</p> <p>4/ Ensure young people have access to a variety of experiences. Sport is one of the Department for Education's five foundations for building character, and can help young people to develop skills such as confidence, self-belief, dedication and resilience and implement this in concordance with our school values (the 5 B's). Sport also instils values and virtues such as friendship and fair play. the opportunity to realise developmental, character-building experiences through sport, competition and active pursuit.</p> <p>5/ In an increasingly digital world, give children opportunities for face-to-face engagement with their peers in their own and other communities to help them develop socially as well as tackling loneliness and social isolation. Ensure play leaders are trained and able to run their own lunchtime games giving children responsibility and choice over their active lifestyle.</p> <p>1 / 4/ Train up play leaders to run their own lunchtime sessions, innovative activities such as active miles, Healthy schools week and walk to school week.</p>
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<p>4/ Broaden experience of range of sports and activities offered to all pupils</p> <p>Due to restrictions, it has not been possible to engage in interschool competitions. However, the children have had the opportunity to experience clubs after school for all age ranges and abilities.</p> <p>5/ Increase participation in competitive sport</p> <p>Children are proud and eager to represent Yealmpton Primary and local competitions and sport festivals.</p> <p>Swimming:</p> <p>An effective swimming support program to ensure that children achieve the required expectations at the end of KS2 was planned to be rolled out again in the Summer term, however, due to the restrictions around lockdown and partial reopening, this was unfortunately not possible.</p>	<p>1/ 3/ 4/ Arrange for specific Wild Tribe sessions to be run by arena practitioners. Wellbeing and mental health are fast becoming a significant issue in primary schools and much research exists showing how exposure to the natural environment can have a positive effect. In addition to this, current DfE reopening guidance encourages schools to take pupils outside of the classroom as much as possible both within PE and wider lessons.</p> <p>3/ Provide CPD opportunities so teachers can deliver high quality teaching and learning. Develop training opportunities through allowing the staff to work with Arena practitioners to teach sequences in which staff lack confidence so they will be able to teach these with greater understanding in the future.</p> <p>4/ 5/ Ensure that, when possible, all classes take part in a festival or competition and celebrate their achievements, whether that is done virtually or in person. When possible, increase participation in competitive events. Introduce assessment methods to assess children's engagement with the PE curriculum and provide those in need with additional support sessions.</p> <p>4/5 Organise an intra school competition between houses in the spring and summer terms to encourage the children's participation in competitive events and learning fair play, sportsmanship and team work. This will give the children an opportunity to work across different year groups with children they may not normally engage with developing their social and communication skills.</p>
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Meeting national curriculum requirements for swimming and water safety Year 5 and 6 swimming arranged for Autumn 2021	
What % of your current Year 6 2021- 2022 cohort swim competently, confidently and proficiently over a distance of at least 25 metres?	100%
What % of your current Y6 2021- 2022 cohort use a range of strokes effectively [for example, front crawl, backstroke breaststroke]?	100%
What percentage of your current Year 6 cohort perform safe self-rescue in different water-based situations?	100%

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
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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 students today and for the future.

Academic Year 2021- 2022		Total fund allocated: £17,460		Date Updated:
Key indicator 1: The engagement of <u>all</u> pupils in regular physical activity <i>Chief Medical Officer recommends that primary children undertake at least 30 minutes of physical activity a day in school.</i>				1% of total allocation:
Percentage of total allocation:				
School focus with clarity on intended impact on pupils :	Actions to achieve:	Funding allocated:	Evidence and impact:	Sustainability / suggested next steps:
All children able to safely and confidently ride a bike.	<ul style="list-style-type: none">• Bikeability Y5 + 6 October 2021	£300.00	All Year 5 + 6 can ride a bike. Children will then engage in cycling outside of the school setting and engage in this form of physical activity independently.	Essential life skill, encourage more children to lead more healthy, active lifestyles.
All children have the opportunity to engage in physical activity during the school day (lunchtimes, afterschool clubs etc)	Train play leaders from years 5 to be able to ,after training is complete , run their own lunchtime activities for the rest of the school. After school clubs set up for each night and changed termly to give children a variety of opportunities to engage in physical activity. Introduce a new range of sports and physical activities (Basketball, Tennis, Football, Street dance, gymnastics) to encourage more pupils to take up sport and physical activities	Arena package – See below	Children engaging in physical activity at lunch times and afterschool improving their health and wellbeing. Play leaders will keep a tally of how many children choose to engage with their activities to monitor this. Registers will be used to monitor attendance of afterschool clubs.	Each year train new play leaders (Year 5 children) and keep children on a rota so as not to overwhelm them. Children show passion for alternative sports and engage in them outside of a school setting.



	When possible, broaden the variety of extra-curricular activities after school, delivered by the school or other local sports organisations.			
Key indicator 2: The profile of PESSPA (Physical Activity , School Sport and Physical Activity) being raised across the school as a tool for whole school improvement				12% of total allocation:
School focus with clarity on intended impact on pupils:	Actions to achieve:	Funding allocated:	Evidence and impact:	Sustainability and next steps:
All children the opportunity to play a wider range of invasion games inside and outside	<ul style="list-style-type: none"> • Purchase portable basketball/netball hoops which can be moved inside allowing children to participate in these invasion games in all weathers. • Purchase electric ball pump to ensure balls if flat can be quickly and easily pumped up and used. 	£270	Provide children with a positive experience in schools sport and raise the profile across the school.	Develop a lifelong habit of daily physical activity. Access to equipment increases participation and choice in sport.
Promote initiatives such as walk to school week and the active mile	Class lunchtime supervisors organize run around the playground. Play leaders from year 5 to run this once they have completed their training to be supported by lunchtime staff. Walk to school week to be set up and launched in an assembly by the PE coordinator. Set whole school and class goals to aim for.		All children engage in 30 minutes of physical activity every day.	Develop a lifelong habit of daily physical activity. Play leaders can oversee the active mile every day as one of their designated lunch activities. Walk to schools week can be relaunched every year.
Introduce new a range of physical activity or sports to develop interest from the children regarding their physical engagement.	Healthy Schools Week – hire a range of practitioners to run activities for the children throughout the week in a variety of sports that the children may not usually have the opportunity to experience such as archery, ultimate frisbee etc.	£2,000	Healthy lifestyle benefits shown and encouraged for the children to bring forward with them in their lives. Inspire children's curiosity in different sports and activities.	Alternative sports can offer disaffected children an alternative pathway into healthy and active lifestyles
Key indicator 3: Increased confidence, knowledge & skills of all staff in teaching PE sport			% of total allocation:	63% of total allocation:

School focus with clarity on intended impact on pupils:	Actions to achieve:	Funding allocated:	Evidence and impact:	Sustainability and suggested next steps:
Develop quality provision and increase knowledge and skills of all staff in areas of Pe and Sport. Improve children's skills progression and access to sport and games through the use of external practitioners.	External coach to work alongside teaching staff in order to develop staff capacity and expertise. Arena practitioner 1 day and 1 afternoon and 2 after school clubs per week.	£9671	Staff talks and surveys to outline staff opinion regarding the implementation of Arena sport and how this has impacted their teaching.	Increased staff confidence, knowledge, skills and understanding developed
PE coordinator to develop knowledge and understanding of how to more effectively oversee the subject.	Attend 4 day course over the course of the year for PE coordinator. Feedback to staff members about key points and begin developing and implementing vision of PE in our school	£1145	Course to be completed by PE coordinator. Updated intent, implementation and impact statements for PE. PE Coordinator to run an inset for staff in the summer term. Observations of PE lessons being made and fed back to staff. Successful audit of PE completed with Arena practitioner.	Increased staff confidence leading PE <ul style="list-style-type: none"> • Lead teaching and learning • Set targets for improvement in PE • Make judgements about pupils' achievement in PE and meet Ofsted expectations • Lead sustainable improvement • Develop subject knowledge in pedagogy in primary school PE • Planning for continuity, progression and assessment • Develop advocacy skills in Primary PE
Key indicator 4: Broader experience of a range of sports and activities offered to all pupils				17% of total allocation:
School focus with clarity on intended impact on pupils:	Actions to achieve:	Funding allocated:	Evidence and impact:	Sustainability and suggested next steps:

Improve wellbeing and mental health in school by exploring and showing how exposure to the natural environment can have a positive effect.	Embed wild tribe as a regular session to be run by class teacher and 1 session per half term to be run by specialist practitioner to give children enhanced wild tribe experience.	£3,000	Children will develop a greater understanding of the world around them.	Developing an early interest in physical activity outdoors. This may develop into a wild tribe club in the future.
Key indicator 5: Increased participation in competitive sport				% of total allocation:
School focus with clarity on intended impact on pupils:	Actions to achieve:	Funding allocated:	Evidence and impact:	Sustainability and suggested next steps:
Compete against other children in the school in intraschool competitions promoting teamwork, resilience, fair play and sportsmanship.	PE coordinator to organize competitions in the spring and summer terms for children in Key Stage 1, lower key stage 2 and upper key stage 2 to take part in their respective groups.		Increased profile of PE across the school. Greater development of social and communication skills for the children with children of different age groups.	Participation in termly intra school competitions. Children to engage in this half termly in future years.

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