



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 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](#).

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Details with regard to funding

Please complete the table below.

| | |
|---|---------|
| Total amount carried over from 2019/20 | £0 |
| Total amount allocated for 2020/21 | £18350 |
| How much (if any) do you intend to carry over from this total fund into 2021/22? | £ 0 |
| Total amount allocated for 2021/22 | £ 18350 |
| Total amount of funding for 2021/22. To be spent and reported on by 31st July 2022. | £ 18350 |

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 | 97% (Summer 2022 cohort) |
| 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 | % |
| What percentage of your current Year 6 cohort perform safe self-rescue in different water-based situations? | % |

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| 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: 18350 | Date Updated: 1.9.21 | |
|---|---|----------------------|--|
| 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: 15% |
| 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: |
| Increase all pupil's engagement with sports and PE | <ul style="list-style-type: none"> - Replace and replenish damaged sports equipment - Invest in alternate equipment that will help provide a wider range of physical activity opportunities - Effective storage solutions across the school, but particularly with regards to ease of access during break times - Zoning of playground during break times will facilitate more purposeful opportunities for pupils to engage in physical activity - Adults engaging in physical activity | £ 2751.50 | <p>Key actions to be undertaken:</p> <ul style="list-style-type: none"> • Monitoring of all pupil participation in physical activity • Pupil voice (PV) regarding attitudes towards physical activity <p>PV questions:</p> <ol style="list-style-type: none"> 1) Why is it important to Participate in regular physical activity? 2) How does regular physical activity help me? |

| Key indicator 2: The profile of PESSPA being raised across the school as a tool for whole school improvement | | | | Percentage of total allocation: |
|---|---|--------------------|---|--|
| | | | | 20% |
| 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: |
| To improve the opportunities for PESSPA including opportunities in and outside of school | <ul style="list-style-type: none"> - St Peter's Eaton Square to become a member of the local authority interschool sports member - Children to be taken to local places in order to participate in local tournaments - Additional training of staff in how to organise and engage pupils in PESSPPA - Tackling pupil perceptions regarding gender/athletic ability often associated with sporting participation - Implementation of whole school PESSPA approaches in order to increase engagement within all learning - Impact of enrichment activities on developing wider skills and attitudes that will improve pupil attitudes towards learning i.e. collaboration, risk taking, perseverance - PE mentoring schemes taken in place in school to increase the profile of PESSPA | £3670 | <p>Key actions to be undertaken: <i>Monitoring of pupil's activity across the day/week</i></p> <p>PV questions:</p> <ol style="list-style-type: none"> 3) What have you learnt by taking part in PESSPA? 4) How does this learning help you in other aspects of school/life? 5) How have you used the physical toolset to develop your learning? | |

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| Key indicator 3: Increased confidence, knowledge and skills of all staff in teaching PE and sport | | | | Percentage of total allocation: 20% |
|---|---|--------------------|--|--|
| | | | | |
| 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 staff confidence to provide the PE curriculum and know how to develop children's core skills from the early years right up to year 6 | <ul style="list-style-type: none"> - CPD delivered by local authority and school coach - PE advisor to work closely with PE lead - Provide training opportunities for staff - Sport coaches to provide PE and team teach with teachers - Sports coaches to work in early years to develop staff's knowledge in how to improve children's core skills and to deliver high quality PE to the early years | £3670 | <p>Key actions to be undertaken:</p> <p><i>Staff surveys on competence with teaching PE PE lead monitoring and feedback of provision</i></p> <p>PV questions; Do you enjoy PE? What have you learnt during PE lessons? What do you need to improve?</p> <p>Key Staff Voice questions to explore: How confident do you feel in teaching PE? What makes an effective PE lesson? What further training/support do you require?</p> | |
| Key indicator 4: Broader experience of a range of sports and activities offered to all pupils | | | | Percentage of total allocation: |

| | | | | 20% |
|---|--|--------------------|---|--|
| 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: |
| To increase our offer of sports and afterschool clubs Additional achievements: | <ul style="list-style-type: none"> - Targeted recruitment of pupils to access school clubs (in particular those from disadvantaged backgrounds) - Monitoring of clubs and analysis of uptake to adjust offer - Use of specialists to provide broader offer to all pupils - Weekly enrichment opportunities that will expose pupils to a variety of less mainstream sports e.g. fencing, Judo | £3670 | <p>Key actions to be undertaken: <i>Source additional sport led clubs which engage all genders</i></p> <p>PV questions Enrichment/clubs? What have you learnt? How has this helped you at school? (explore pupil perceptions/attitudes towards physical activity)</p> | |

| Key indicator 5: Increased participation in competitive sport | | | | Percentage of total allocation: 25% |
|---|--|--------------------|--|--|
| 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: |
| To broaden children's access to competitive sports in the local community | <ul style="list-style-type: none"> - Join and participate in Westminster's interschool sports team providing a range of access to different sport competitions throughout the year - Make links with local schools to provide more opportunities for local sports competitions/tournaments - Employment of high quality coaches to deliver PESSPA | £4587.50 | <p>Key actions to be undertaken:</p> <ul style="list-style-type: none"> • <i>Make links with other local schools</i> • <i>Contact the YMCA sports coaches to discuss working with SPES (July 22)</i> <p>PV questions: Are you proud to represent the school? (Would you like to represent the school?) How did it make you feel? Do you like taking part in competition? Does it matter if you do not win? (survey both pupils that have and have not represented the school)</p> | |

Signed off by

Head Teacher: Jane Carrington

Date: 1.9.21

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| Subject Leader: | Lisa Weston |
| Date: | 1.9.21 |
| Governor: | Lisa Weston (January 2022) |
| Date: | 1.9.21 |