

# 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](http://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 2020/2021, 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 2022. 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 2020/21	£1450
Total amount allocated for 2021/22	£19570
How much (if any) do you intend to carry over from this total fund into 2022/23?	£0
Total amount allocated for 2022/23	TBC
Total amount of funding for 2021/22. To be spent and reported on by 31st July 2022.	£19504.55

## 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><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></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><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 2021.</p> <p>Please see note above</p>	83%
<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>	83%
<p><b>What percentage of your current Year 6 cohort perform safe self-rescue in different water-based situations?</b></p>	TBC
<p>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?</p>	Yes/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: 2021/2022	Total fund allocated:	Date Updated:		
<b>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</b>			Percentage of total allocation:	
			%	
Intent	Implementation	Funding allocated:	Impact	Sustainability and suggested next steps:
<i>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:</i>	<i>Make sure your actions to achieve are linked to your intentions:</i>	<i>Funding allocated:</i>	<i>Evidence of impact: what do pupils now know and what can they now do? What has changed?:</i>	<i>Sustainability and suggested next steps:</i>
All children to be given opportunities for exercise daily, outside of their set P.E slots.	All staff required to complete the daily mile with their class. Staff to provide photos for ADHD friendly award.	N/A	Children have protected slot in daily timetable for minor exercise each day. This improves overall fitness and mental wellbeing.	Monitor the use of the daily mile. Continue to work towards the ADHA friendly award.
Continue to provide SEN specific P.E equipment.	Liaised with SEN team and ordered suitable equipment. Assign specific hall time for this to be used.	£22.35 £17.70	SEN children have appropriate equipment and can use this to improve their access to regular physical activity.	Review provision of P.E for SEN children with appropriate staff termly.
Encourage pupils to walk to school. Walk to school scheme to be continued for all key stages to promote healthier options for children, adults and the wider community.	Ensure all staff are monitoring the children's travel to school daily to contribute to additional exercise for the children.	N/A	Walk to school scheme monitored and promoted by designated member of staff. Comparisons made to baseline data collected at the start of the year to monitor impact on a half termly basis.	Badges awarded half termly to pupils in each class who achieve the target monthly.

Pupils receive the government recommended 2 hours of P.E. a week to promote engagement in sport and encourage a healthy lifestyle or take part in weekly swimming lessons.	Monitor timetables to ensure 2 hours of P.E. is being taught weekly.  Book yearly slots at swimming baths for Y4/5.	N/A	Pupils understand the benefits of physical activity.  Pupils feel happier and healthier.  Pupils learn to swim, meeting national curriculum objectives.	Re-write and distribute a new P.E program of study to guarantee a progression of skills.  Book next academic year swimming slots of Y3/4.
Use specialist P.E. coaches to provide high quality P.E sessions.	Two external P.E providers are employed by school to deliver an hour of high-quality P.E to all children (1 hour per week.)	<b>£15875</b>	All children have access to 1 hour P.E provided by an external provider. All teaching staff can work alongside these specialist P.E providers to upskill and improve their subject knowledge.	Continue to work with external providers for the next academic year.
<b>Key indicator 2: The profile of PESSPA being raised across the school as a tool for whole school improvement</b>				Percentage of total allocation: %
<b>Intent</b>	<b>Implementation</b>		<b>Impact</b>	
<i>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:</i>	<i>Make sure your actions to achieve are linked to your intentions:</i>		<i>Evidence of impact: what do pupils now know and what can they now do? What has changed?:</i>	<i>Sustainability and suggested next steps:</i>
Improve pupil knowledge of healthy eating and how to maintain a healthy and balanced diet.	Out-source the delivery of healthy culinary school sessions from The Royal Culinary Arts School.	<b>£1250</b>	Children are given knowledge on how to cook a healthy meal. Children understand the importance of keeping a healthy, balanced diet. Children gain culinary skills.	Re-book for the next academic year to revise and improve upon skills taught.

Improve children's mental healthy and mental well-being. Teach tools to maintain a healthy mind.	Out-source the delivery of mindfulness sessions for every year group with extra session for Y6 pupils in the lead up to SATS.	£240	Children are given the tools to help them to regulate their emotions and recognise the importance of mental health.	Re-book for the next academic year to revise and improve upon skills taught.
Invite outdoor sports providers into school for school visit days/take part in cross-country sports days and activities.	Arrange for The Wigan Runner to visit school and provide physical sessions with every class as well as two whole school motivational assemblies.	£600	Children are motivated to take part in continued physical exercise in the future.	Explore further sporting role models that will come into school. Re-book The Wigan Runner for next academic year.
Improve overall excitement and enthusiasm for sporting activities in school. Show children that exercise can be fun.	Provide children with opportunities to get active in fun ways.  Provide pupils with a healthy living week in which they take part in an inflatable obstacle course and a climbing wall.	£1615 £490 Minus £1350 donation by PTA = <b>£539.50</b>	Children are given the opportunity for competition and beating personal bests. They can overcome fears and build resilience. Children are encouraged to use good teamwork and communication skills.	Re-book for the next academic year to revise and improve upon skills taught.
Run an effective sports council with half termly meetings.	Organise KS1 and KS2 meeting half – termly with a variety of agendas. Councillors given time to feedback to each class to raise profile of sports council.	N/A	Children feel listened too. Sport equipment is kept in good order as it is checked weekly by councillors.	Ask staff to vote for new sports councillors in the next academic year. Run meetings half-termly.

<b>Key indicator 3: Increased confidence, knowledge and skills of all staff in teaching PE and sport</b>				Percentage of total allocation:
				%
<b>Intent</b>	<b>Implementation</b>	<b>Impact</b>		
<i>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</i>	<i>Make sure your actions to achieve are linked to your intentions:</i>	<i>Funding allocated:</i>	<i>Evidence of impact: what do pupils now know and what can they now do? What has changed?:</i>	<i>Sustainability and suggested next steps:</i>

<i>consolidate through practice:</i>				
Use specialist P.E. coaches to work along-side teaching staff in weekly PE sessions.	All teaching staff to work alongside specialist P.E providers to upskill and improve subject knowledge. Teachers observe and evaluate the CPD lessons run by A. Duncalf and N. Letman-Evans to promote high quality teaching across many skills.	N/A	Teachers report feedback to PE Specialist and PE Leader at least once a term. PE Leader to observe lessons to moderate the impact of CPD.	Continue to ensure that teachers in all subject areas can access CPD training.
Ensure that staff CPD opportunities are offered.	Wigan Warriors deliver weekly CPD sessions with pupils and staff over the period of one term.	£450	Increased confidence in staff delivering extra-curricular and recreational activities.	Buy and implement a new PE scheme to use with resources, lessons plans and key skills made clear.
Continue to develop and implement cross curricular links with PSHE&C surrounding the new relationship curriculum which includes health and well- being.	Work with PSHE&C Leader to establish ways to promote the new relationship curriculum through PE and Games. Establish ways we can promote mental health and well-being through theme weeks.	N/A	Implementation of the health and well-being section of the new relationship curriculum. Staff and pupils are more aware of the links between physical activity and mental well-being.	PE and PSHE&C Leaders to regularly evaluate impacts, ensuring good coverage across the whole school
Improve the range of sports delivered in P.E sessions and the quality of resources available to teach each skill.	Develop a new program of study for P.E and look into a new P.E scheme.	N/A	Staff will have a variety of sports to teach throughout each half term which guarantees a progression of skill and a range of sports.	Look into new P.E schemes to provide staff with extra resources to help with delivery of each session.

**Key indicator 4: Broader experience of a range of sports and activities offered to all pupils**

Percentage of total allocation:

Intent	Implementation	Impact
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*Your school focus should be clear*  
 Created by:    *Make sure your actions to*  
 Supported by:     *Evidence of impact: what do*  
*Sustainability and suggested*

<i>what you want the pupils to know and be able to do and about what they need to learn and to consolidate through practice:</i>	<i>achieve are linked to your intentions:</i>	<i>allocated:</i>	<i>pupils now know and what can they now do? What has changed?:</i>	<i>next steps:</i>
Provide a wide range of afterschool clubs for children of all ages, based on feedback in audit and school council pupil voice.	Organise various extracurricular sessions with external providers such as: Yoga sessions Dance Sessions x 2 Rugby sessions	<b>£75</b> <b>£150</b> <b>£120</b> £450 (costed in part 3)	All pupils can take part in a sports club they enjoy. A range of skills are taught, and a variety of sport is provided to all pupils.	Map out competition calendar for Autumn 1 and 2 book external providers accordingly.
Listen to pupils and organise afterschool sessions based on the wants of the pupils.	Use Audit and School Council as a way of identifying what new opportunities 'all' pupils would like.	N/A	More children are engaged in after school sports club. Children feel listened too.	Work with sports council half termly to canvas each class for feedback on which sports they would like the opportunity to take part in.
Invest in a broad range of equipment to immerse the children in many different sports. Facilitate sporting competitions.	Monitor stock and replenish when/where appropriate.	<b>£150</b>	Enable all children across school to access a variety of sport. Develop a healthy sense of competition with a focus on personal best.	To continue to monitor and review extra-curricular opportunities.



Key indicator 5: Increased participation in competitive sport				Percentage of total allocation:
				%
Intent	Implementation		Impact	
<i>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:</i>	<i>Make sure your actions to achieve are linked to your intentions:</i>	<i>Funding allocated:</i>	<i>Evidence of impact: what do pupils now know and what can they now do? What has changed?:</i>	<i>Sustainability and suggested next steps:</i>
Provide the opportunity to compete against other children of the same ability in front of spectators.	Apply for entry into Town Sports 2022 and complete trials for Y3/4/5/6 to pick teams.	N/A	Children succeed at a large sporting event with spectators. They compete against other children of the same ability and have opportunity to beat their personal bests.  Profile of sport and school moral is lifted.	Organise more practice times for competitions for children to feel confident to succeed in intra and inter competitions.
Continue to provide new competitive sport wear for children.	Use recently purchased team kits to provide children with an identity when representing the school. Children feel proud and privileged to represent the school.	£15	Monitor which children are selected to take part in inter-school competitions.	Continue to use new sports kits in upcoming competitions. Purchase more football/goalkeeper kits and kits appropriate for Y3/4 aged children.
Provide team based after-school clubs led by teachers who specialise in certain sports.	Teachers to discuss sports club of their choice with P.E lead and admin staff to organise variety of clubs.	N/A	Pupils can engage in a wide range of sporting activities safely.	Encourage more staff to choose a sport focus after school club to widen children's experiences and knowledge of certain sports.

Specific training sessions to prepare children for competitions.	Teachers and sports coaches prepare all children for competitions, so they have the skills and confidence to enter and represent the school to the best of their ability.	£450 (costed in part 3)	Pupils can engage in a wide range of sporting activities safely.  Pupils represent the school proudly.	Continue to offer after-school clubs to coincide with upcoming competitions to use as practice for these events.
Improve inclusion in intra and inter sporting competitions.	Apply to take part in SEN sporting competitions and development competitions via the Your School Games Website.	N/A	Children who do not usually have the opportunity to take part in such events feel included and involved in sports.	Enter 3 development competitions in the next academic year.
Plan and deliver more Intra-competitions every half term to promote competitive sport within the school environment.	P.E specialist to arrange termly intra-school competitions: within class, class v class and mixed year group.	N/A	All children take part in some form of competitive sport at least once throughout the year.	Continue to share competition calendar with all staff.

Signed off by	
Head Teacher:	
Date:	
Subject Leader:	R. Johnstone
Date:	26.7.22
Governor:	
Date:	