

# 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.

## HIGH STREET PRIMARY ACADEMY

Total amount carried over from 2019/20	£5,087
Total amount allocated for 2020/21	£16,980
How much (if any) do you intend to carry over from this total fund into 2021/22?	£6,929
Total amount allocated for 2021/22	£16,780
Total amount of funding for 2021/22. To be spent and reported on by 31st July 2022.	£23,709

## 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. <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? <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 2020. Please see note above	55.56%
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	22.22%
<b>What percentage of your current Year 6 cohort perform safe self-rescue in different water-based situations?</b>	100%
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.

<b>Academic Year:</b> 2021/22		<b>Total fund allocated:</b> £23,729	<b>Date Updated:</b> 22/07/2022	
<b>Key indicator 1:</b> 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: 24.36%
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:		Evidence of impact: what do pupils now know and what can they now do? What has changed?:	Sustainability and suggested next steps:
Children have access to quality lunchtime sporting activities, led by a quality external provider.	'TGS' employed to facilitate lunchtime sports clubs on High Street site for all children.	£5,775	Pupil voice shows positivity around break/lunchtime provision, high numbers of children engaging with the sports provided. MTAs note fewer break/lunchtime behavioural incidences.	Continue to provide lunchtime activities during lunchtimes and potentially break times. Take note of pupil voice when deciding which sports/activities to facilitate. Consider which groups of children would be best targeted.

Key indicator 2: The profile of PESSPA being raised across the school as a tool for whole school improvement				Percentage of total allocation:
				44.71%
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:
Resources and curriculum support supplied by external providers to raise our whole-school sports profile and understand importance of PE.	'High 5' agency contracted to provide resources/staffing to improve perception of sports/staying active and healthy, via before/after school clubs and lunchtime clubs. Investment in new sports equipment to achieve sporting activities.	£10,600	Pupils are more engaged in sports and show enthusiasm when talking about sporting activities. Pupils request the school to provide opportunities to try different sports that they're interested in.	Consider ways to improve the profile of PE and sports across key stages, potentially by increasing opportunities to play sport competitively with other schools.

Key indicator 3: Increased confidence, knowledge and skills of all staff in teaching PE and sport				Percentage of total allocation:
				1.37%
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:
Schemes of learning provided to enhance staff confidence in delivering PE.	'Teach Active' subscription provided to help staff members deliver PE lessons linked to English/maths learning.	£325	Additional Assessment shows positive impact on children's understanding of core curriculum topics, where 'Teach Active' resources have been used.	Consider deeper integration of 'Teach Active' resources into core curriculum lessons. Provide training on good practice.

Key indicator 4: Broader experience of a range of sports and activities offered to all pupils				Percentage of total allocation:
				29.56%
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 staff members paid/hired to facilitate sports clubs/activities during breaktimes/lunchtimes.	An MTA and a TA are paid to facilitate the running of sporting activities during break times.	£7,009	Pupil voice shows positivity around break/lunchtime provision, high numbers of children engaging with the sports provided, and fewer break/lunchtime behavioural incidences.	Consider range of activities provided, and staff members best suited to facilitate.

Key indicator 5: Increased participation in competitive sport				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 begin to play sports competitively, internally as competing 'house' teams, and externally against other schools/academies.	Pupils will compete in internally organised 'Sports Day'.  It has not been possible to arrange participation in external competition this year.	£0	Both pupil voice and parent voice were positive during the events and after. The 'competitive spirit' has been awakened in some pupils. Pupils have expressed wishes to compete against other schools.	Consider ways to ensure children have opportunities to compete against other schools in a variety of different sports in the future.

Signed off by	
Head Teacher:	Steph Blake
Date:	22/07/2022
Subject Leader:	Adam Green
Date:	22/07/2022