

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 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 2022. To see an example of how to complete the table please click [HERE](#).



Created by:



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Details with regard to funding

Please complete the table below.

Total amount allocated for 2021/22	£16,410.00
How much (if any) do you intend to carry over from this total fund into 2022/23?	£157.04
Total amount allocated for 2022/23	£16,410
Total amount of funding for 2022/23. To be spent and reported on by 31st July 2023.	£16,567.04

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 2022. Please see note above	67% (4/6 pupils)
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	67% (4/6 pupils)
What percentage of your current Year 6 cohort perform safe self-rescue in different water-based situations?	67% (4/6 pupils)
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:	Date Updated:		
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: 60%	
Intent	Implementation	Impact	Sustainability and suggested next steps:	
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?:	
<p>To develop and implement daily 'Fit in 15' sessions in order to ensure that all learners have 15 minutes of directed physical activity built into their timetable.</p> <p>(Further supporting our aim to provide 30 minute of physical activity a day). 'Fit in 15' will be delivered by Class TAs each morning during our carousel of activities.</p> <p>The activities will be age-appropriate and progressive, with a central 'theme' running through each day of the week. The focus each day will be as follows:</p>	<p>Work in association with Elite Sports to develop a suitably focused, inclusive and progressive programme of activities.</p> <p>Support TAs in the delivery of the programme (To develop confidence in delivery).</p>	<p>£7000 consisting of:</p> <p>£1200 allocated to development of programme.</p> <p>Resourcing:</p> <p>£2339.88 (12 x balance bikes – Zippl runner bikes large)</p> <p>£198.98 (2 x sit on scooterboards)</p> <p>£1020 (12 x BMX</p>	<p>Increased % of learners will engage in 30 minutes of physical activity every day in school.</p> <p>Morning lessons will be punctuated with a physical activity session, which in turn will help to improve concentration in core learning.</p>	Once developed, programme will become part of our daily routines / 'The Fishtoft Way'.
Day				
Tuesday - 'Target Tuesday'				
Wednesday - 'Wheelie Wednesday'				
Thursday - 'Throw it Thursday'				
Friday - 'Skip Fit Friday'				

		physical fitness and aerobic fitness @ £85		
		<p>£62.97 (Chipping Trainer Set – Davies)</p> <p>£56.98 (Target Bibs x 2 @ 28.49)</p> <p>£39.99 (Sticky Target Balls)</p> <p>£55.98 (2 x spyderball kits)</p> <p>£99.99 (Pursuit Ball kit)</p> <p>£639.96 (New age Kurling kit x 2 @ £319.98)</p> <p>£539.99 (UK Arrows Archery 6 bow kit)</p> <p>£21.98 (Double Dutch Skipping ropes x 2 @ £10.98 each)</p>		

		<p>£299.98 Tchoukball Frame and Ball Pack</p> <p>£139.98 Free Standing Target & Net Set for Ultimate Frisbee (2@ £69.99)</p> <p>£83.88 Foam Flyers (frisbees) x 4 sets @ £20.97)</p>		
To provide increased opportunities for physically active after school clubs.	<p>Programme of after-school sports clubs led by a specialist coach on offer 2 nights a week.</p> <p>Children are allocated an 11 week 'block' at a club.</p> <p>There are 3 blocks over the course of the year. (Running covid-dependent).</p>	<p>£2880</p> <p>(2 sessions x 36 weeks @ £40 a session)</p>	At least 60% of learners attend an after-school club focused on physical activity.	To ensure at least one of the clubs is focused on engaging children who historically do not participate in regular exercise outside of school (Inclusion Sport).
Key indicator 2: The profile of PESSPA being raised across the school as a tool for whole school improvement				Percentage of total allocation:
				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:
Sport is used as a vehicle to engage and raise achievement in Maths, thereby raising the profile of PE as a tool for whole-school improvement.	Active Maths Subscription and training. (This will provide staff with full access to 2000+ Teach Active Maths plans and resources & 280 Active Maths homework activities.	£575.00	Learners will have increased opportunities to learn through physical activity. Learners will have higher engagement levels with core learning.	Once teachers have a working knowledge of how concepts can be taught actively, they can use these for subsequent years.
International Athlete workshop held to educate, raise awareness and inspire staff, children and parents about how physical activity builds the brain and improves academic results and well-being.	Recruit appropriate athlete and plan sporting event.	£989	Learners are able to verbalise the benefits of sport, including those other than physical. Learners who aspire to be sportsmen / women have positive role-models to look up to (Increased understanding of learners about future careers and opportunities in sport).	Athlete visit built into school passport of experiences (annual event).

Key indicator 3: Increased confidence, knowledge and skills of all staff in teaching PE and sport				Percentage of total allocation:
				5%
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 develop teacher skills and confidence in relation to the delivery of core PE (focus Gymnastics).	To improve the standard of teaching and learning in PE by providing a specialist sports coach to teach core PE alongside teacher.	£70 x 12 - £840 (1 x ½ days a week for a term).	All pupils in EYFS/KS1 have received specialist teaching in PE (Gymnastics) as a result of sports coach working alongside teacher to develop QFT in gymnastics. Teacher surveys show increased confidence, knowledge and skills of staff in delivery of core PE. PE lesson monitoring show PE lessons are of high quality and all pupils make appropriate progress.	Skills developed can be used by staff to enrich extra-curricular programme offer.
Key indicator 4: Broader experience of a range of sports and activities offered to all pupils				Percentage of total allocation: 11%
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:
All Year 6 learners to receive an outdoor adventurous pursuits experience.	Work with provider (PGL) so OAA activities are specifically chosen to present pupils with mental and physical challenges which encourage them to work in a team, building on trust and developing skills to solve problems, either individually or as a group.	£1300	85%+ of learners participate in 3 day, 2 night OAA based residential. All of those attending report mastering a new skill.	Annual OAA residential built into passport experiences.

<p>Learners gain practical skills and understanding of how to cycle on today's roads safely whilst learning how physical activity and cycling positively affects physical health and wellbeing; and developing positive lifelong physical activity habits.</p> <p>Increased numbers of children cycling to school (active, sustainable transport).</p>	<p>Deliver Bikeability training to Year 5/6 students.</p>	<p>£240 (2 x £120)</p>	<p>100% of participating children attained level 1 (Bikeability)</p> <p>Increased numbers of children using active transport to school.</p>	
<p>Learners develop balance and coordination which is important for injury prevention, self-regulation, and developing a foundation for future development of fine motor skills. Balance bikes also help develop core muscle strength and endurance.</p>	<p>Deliver Balance Bike ability to EYFS/KS1 students.</p>	<p>£240 (2 x £120)</p>	<p>Pupils engaging with balance Bike Ability show improved gross motor skills (balance) from start of course.</p>	<p>Balance Bikes purchased will be able to be used by future learners.</p>

Key indicator 5: Increased participation in competitive sport				Percentage of total allocation:
				14%
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:
All children from y1+ have the opportunity to take part in an activity / Development day over the course of the academic year (Improving skills by working alongside specialist coaches; trying new sports).	Boston Schools Sports Partnership membership renewal. (This funding supports; sport competitions, Play Leaders courses, Year 6 top-up swimming, staff training and Sainsbury's Sport Trust membership. Events are planned throughout the year through the Partnership and our links with our cluster schools).	£2400	Entry of 60%+ of competitions on the Boston Sports Partnership calendar. Pupil survey following participation in events indicates increased motivation and / or confidence in competitive sports.	Annual renewal and attendance at partnership meetings to actively contribute to future Sport Partnership 'core offer'.

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