

# 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.

Total amount carried over from 2019/20	£0
Total amount allocated for 2020/21	£
How much (if any) do you intend to carry over from this total fund into 2021/22?	£250
Total amount allocated for 2021/22	£17,800
Total amount of funding for 2021/22. To be spent and reported on by 31st July 2022.	£18,050

## 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 2021. Please see note above	83%
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	77%
<b>What percentage of your current Year 6 cohort perform safe self-rescue in different water-based situations?</b>	90%
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.

Academic Year: 2020/21		Total fund allocated:	Date Updated:	
<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:
				%
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:
Continue to embed Play maker programme in break/ lunchtimes providing active and physical play. *Involve pupil voice and gather children's opinions on their activity levels/ opportunities in the school day. *Increase % of less active children in Energy clubs during lunchbreaks.	Organise and establish groups of children and set up timetable for these children. Attend school council meeting and gather views in assemblies/ from play makers. Purchase of new shed for equipment storage for playmakers	£75 registration fee  £800	See impact file. Year 4 and 5 play leader award programme Extend to y2 due to structure of lunchtime Year 4 and 5 play leader award programme Extend to y2 due to structure of lunchtime	Continue next year. Midday supervisor has been trained to continue to lead prog.
Extend the range of active equipment outside. Replace / repair damaged and broken equipment –	Purchase equipment as necessary to continue to maintain and improve engagement of children Purchase new equipment for playtimes Investigate possible new equipment for KS2 Gymnastics	£10		Purchase quality equipment for sustainable use
Support transports costs for sporting events.	Coaches/ minibuses to be booked when necessary to enable increased participation	£1300	Continued high levels of participation in sporting competitions / opportunities 86% KS2 have represented school 100% KS1	

Created by:



Supported by:



Continue to provide provision for Wake and Shake/ KS2 morning games / Daily Mile to extend physical opportunities	New classes to establish daily mile/ wake and shake and active games routine - for all year groups		All classes participate in Meadowside Mile or regular daily exercise KS1/Y3 participate in wake and shake daily.	
Support staffing and resourcing costs to enable children to develop fine and gross motor skills and core/fundamental skills, through inclusive provision and precision teaching..	Inclusion Lead to plan support programmes for additional needs at all stages of graduated pathway and facilitate delivery of key programmes (Smart Moves)	£3500	Every child at Meadowside has access to sport and PE, as well as the support and resource needed for their bespoke physical development.	Review annually through whole school provision mapping

**Key indicator 2: The profile of PESSPA being raised across the school as a tool for whole school improvement**

Percentage of total allocation:

%

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:
*PE updated termly (outside office) raising profile of PE and sport for visitors and parents	*PE lead to update noticeboard termly with photographs/ dates and offers.		Notice board updates regularly	To be continued
*Team reports celebrated in assembly	*All classes to attend and be involved in assemblies.		Team players to write/ read match reports and nominate player of the match etc...	To be continued
*Events reported on Friday Fortnightly newsletter Ask children to write the team reports to be included in the newsletter/ Facebook	*School office and PE lead/ teachers to update FF fortnightly and send to parents via Parent pay.		*Parents aware and actively more involved – Please see Friday Fortnightly's on school website	To be continued
*Sporting updates on school Facebook page.	*SLT to update sporting events on social media sites.		*Facebook rises the profile of sport for the wider community.	To be continued

Created by:



Supported by:



	PE lead to liaise with PE Governor on areas to celebrate and work towards with whole staff/school input. Release time organised for PE lead.		PE lead and sports governor meet termly to discuss	Termly meetings to be continued
*School to work towards a sports active award. School Games Bronze award achieved in July 2019 –continue with application, but also consider AFPE application	PE Lead to seek advice from other PE leads with regards to AFPE Continue with School games award scheme.		Raised Profile of sport across school and the community Award to be displayed.	To be implemented 2022/2023
Re-Introduce sporting Value certificates for celebrating success in assemblies.	Staff briefing and reminder that last celebration of each short term is to include a sporting mention		Several sporting assemblies have happened Raise profile of sport Increase engagement in lessons and extra-curricular activities.	Needs to be embedded next year with nominated assembly each term
Re introduce sports ambassador scheme	PE lead to arrange representative from each class. Arrange to meet termly		Was replaced this year by CGA – Y6 who organised several sporting events. Which 100% of KS2 participated in and 60 children from other schools Raise profile of sport, with children feeling empowered by having a voice in school development of PE	Looking into making it a yearly event

Key indicator 3: Increased confidence, knowledge and skills of all staff in teaching PE and sport				Percentage of total allocation:
				%
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:



<p>*Specialist sports coaches to provide CPD for teachers, alongside teaching classes.</p> <p>Cricket Athletics Multi skills Yoga Gymnastics Tennis</p>	<p>* PE lead to liaise and monitor provision across the school and target specific needs/sports dependent on staffing needs.</p> <p>Tim Knibbs / Cheryl Stennett Tennis coaches y2 and Y3 Pete Healy</p>	<p>£Specialist curriculum support £2,009</p>	<p>*Increased confidence from class teachers and evidence supported from learning walks/ discussions with staff. 100% of classes have had CPD input. 100% of KS1 and KS2 children have participated in these lessons. Please see impact file.</p>	<p>continue to monitor teaching and learning in PE and maximise opportunities. Consider staff release to offer in house CPD</p>
<p>*Teachers offered CPD training opportunities via GSSN – build knowledge and confidence.</p>	<p>*PE lead to signpost staff to relevant CPD training opportunities and organise Disney football Tennis</p>	<p>Supply costs</p>	<p>*Improved subject knowledge and use of sport specific language. See impact file</p>	<p>Ensure audit of staffing needs is regularly carried out.</p>
<p>*PE teaching is at least good or better, Continue, but more pupil voice required Also complete another learning walk Continue to work in year groups across the school</p>	<p>*PE lead/SLT to monitor and support teaching and learning in PE through learning walk and pupil voice conversations.</p>	<p>£1948</p>	<p>*Teaching and learning walks show improved standards in teaching and active lessons.</p>	<p>Continue with offer of in house CPD opportunities</p>
<p>*investigate new PE schemes of work</p>	<p>PE Lead to gain experience in teaching PE across school in order to be able to offer experience and expertise</p> <p>*PE lead to discuss with other PE leads, look into variety of schemes on the market</p>		<p>*clear continuity and progression in PE across the school with increase in staff confidence, good standard of lessons and participation</p>	<p>Research to continue next academic year</p>

Key indicator 4: Broader experience of a range of sports and activities offered to all pupils				Percentage of total allocation:
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:
<p>Additional achievements:</p> <p>Extend and build upon range of sports covered in and out of the curriculum – Street Dance, Badminton</p> <p>*Extend the range of extra-curricular activities offered across the year.</p> <p>Coverage grids are now computerised to allow easier access etc Continue each year</p> <p>Extra-curricular provision to be investigated for targeted least active / pupil premium</p> <p>PE lead to monitor tracking grids and identify further opportunities for sports.</p> <p>Enter additional GSSN QLC and other competitions</p>	<p>Investigate external coaching organisations to provide services to improve offer to children.</p> <p>Link to new equipment and CPD opportunities offered – ND – Disney football for less confident girls</p> <p>Staff to complete as appropriate</p> <p>Possible coaching / extra curricular opportunities offered. Street dance</p> <p>Lead to track and monitor GSSN / QLC / other competitions.</p> <p>*PE Lead to organise. SB / ND / DP to organise extra</p>	<p>£250</p> <p>GSSN membership - £3,600</p>	<p>*Increased range of sports offered in and out of curriculum time. Please see impact file *Tracking grids will support PE to further decisions</p> <p>*Increased number of clubs/ sports offered to all children – cross country, gymnastics, boys and girls football, cricket, athletics, fun in the fresh air, less confident girls football 100% of EYFS Ks1 and Year 3 have participated in GSSN events</p> <p>To Be actioned in 2022/23</p> <p>Continued high levels of participation from across key stage 2 - 50% y3 54%y4 97%y5</p> <p>Continued high levels of participation</p>	<p>PE lead and SLT to continue to monitor teaching and learning in PE</p> <p>Ensure audit of staffing needs is regularly carried out.</p>



Offering additional sports clubs to support involvement in competitions	sessions where appropriate		see impact file	
Provide opportunities for children to participate in a wider variety of sports: Climbing, Caving, Water sports, Sword skills	To be organised to fit in with curriculum and events	C+C -£500 SS- £200	See impact file 100% of KS1 offered Sword skills 100% of KS2 offered climbing and caving 100% of Y6 offered water activities including paddle boarding and raft building	
Continue to extend provision of Outdoor adventure and challenge for KS2	PE lead to continue to investigate CPD for staff			

Key indicator 5: Increased participation in competitive sport				Percentage of total allocation:
				%
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:
Extend the range of activities offered to SEND pupils to raise engagement and aspirations.	SENDCo and PE lead to liaise and target children/ events across the year. Add to sports planner for the year.  EAL confidence event	£1,300 transport GSSN membership - £3,600	Number of pupils increased and participation for SEND children. See impact file x6 KS1 X 12 KS2 X3 KS2	Approach to be continued as we have seen such positive results
Continue to develop opportunities to allow Pupil Premium participation levels to be increased.	Continue to use coverage grids and track sports and activities offered to specific year groups and sports and monitor participation. Subsidise participation in after school activities		Tracking grids will support PE lead to make further decisions	To be continued
*Enter additional QLC and other competitions to increase participation for all.	Continue to use coverage grids and track sports and activities offered to specific year groups and sports and monitor participation	Coach costs/supply cover for additional adult supervision	*Tracking grids will support PE lead to make further decisions	To be continued
Continue to provide competitive football opportunities for A team, B team and girls girls	Membership of GPSFA	£110		To be continued
Enter competitive events organised by GSSN – try to ensure opportunities for as many as possible whilst maintaining competitive element where appropriate	Enter as many appropriate events as possible.		See impact file Events entered include cross country, swimming, Gymnastics x2, table tennis,	To be continued

Continue to raise the profile of competitive sports at Meadowside and the sporting values	Celebrating successes Awarding trophies and medals as appropriate	£44	athletics, ten pin bowling x2 Mountain biking, sportshall athletics, football, Kurling, Boccia, etc  See impact folder	
---	--	-----	---	--

Signed off by	
Head Teacher:	Samantha Thomas
Date:	July 2022
Subject Leader:	Sarah Bouvier
Date:	July 2022
Governor:	Craig Broadman
Date:	July 2022