

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 2021. To see an example of how to complete the table please click [HERE](#).



Details with regard to funding

Please complete the table below.

Total amount carried over from 2019/20	£0
Total amount allocated for 2020/21	£ 19 110
How much (if any) do you intend to carry over from this total fund into 2021/22?	£0
Total amount allocated for 2021/22	£ 19 170
Total amount of funding for 2021/22. To be spent and reported on by 31st July 2022.	£ 19 170

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>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</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>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.</p> <p>Please see note above</p>	<p>59% This is 34 children out of 58</p> <p>Please note this is up from 26% from academic year 2020-2021.</p>
<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>	59%
<p>What percentage of your current Year 6 cohort perform safe self-rescue in different water-based situations?</p>	59%
<p>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?</p>	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:		
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: 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:
Improving physical wellbeing and encouraging healthy lifestyle habits including regular exercise	At least one hour PE per week per class Every day each class takes part in the Daily Mile All staff talk to children about importance and the benefits of being physically active Healthy lifestyles are talked about in PE/Science/PSHE 5 Keys to wellbeing awards are awarded in weekly assemblies Provide free before/after school clubs for all children to attend	Sports Coach School budget for teaching staff	All classes teaching PE and doing daily mile. Children able to talk about keeping healthy in PE lessons/PSHE etc. Personal Development good – Ofsted May 2022 5 Keys to wellbeing awarded weekly. Children speak positively about PE. Before and after school sports club in place. Before school sports 20 children Gym – 18 pupils Multi skills Yr 1/2 - 12 Yr 5/6 – 20 pupils Yr 3/4 12-14 pupils Netball Yr 5/6 – 8 pupils Ball games Yr 4,5,6 – 16 pupils	Increase number of pupil premium children accessing after and before school provision as it has been lower than we would have liked this year. Consider 2 hours of PE per week. Look at timetables. Pupil voice for the sports they would like before and after school to encourage increased participation. Participate in walk to school week, Living Streets Initiative 2022-2023 Repeat Year 5 swimming for the whole year
Addressing difficulties with concentration with physical breaks	Physical movement and sensory breaks are in place for those pupils that require them. This is in addition to the daily mile. Sports Coach to support with this and upskill and support 1:1 teaching assistants.	Sports Coach 1:1 teaching assistants	Sensory breaks Tuesday and Thursday morning with pupils with SEND: 7 children took part in the sessions. These have supported with the sensory and physical needs of these pupils. Children have enjoyed these sessions and has met the statutory requirement on their EHCs.	Continue next year – 1:1 TAs to run now they have been upskilled by the Sports Coach New Sports Coach to support with this from September. Use sports coach to support pupils who do not have SEND but could benefit from concentration breaks to aid positive learning behaviours
Improve social and emotional well being Be Active, Connect (5 Keys to Wellbeing)	Provide a range of after school and before school clubs for children to access Have a variety of sports on offer at lunchtimes Ensure playground is zoned Children continue to experience a range of sports in PE lessons Children know what they are working towards and can experience success Children work with other classes across the Trust which impacts on social and emotional wellbeing	Sports Coach MSAs at lunchtime PE Leads across the Trust collaborating	Autumn term netball changed to ball games to increase participation. Improved environment at lunchtime. Areas zoned for football, skipping and games such as Cats Cradle. Year groups have been separated for football and have space on the field. Sports Coach referring for Year 3. Long term plan for PE shows range of sports. Cross Trust events have taken place from Year 1 – 6. Multi-skills, Handball, dodgeball, Tag Ruby, Cricket	Work with new Sports Coach to ensure progression in skills and knowledge. Work with them to ensure a variety of clubs with increased participation. Plan Trust events for 2022-2023 for each year group and an elite sports day. Look into use of MUGA in the park so that the playground is not dominated by football when we can't use the field.

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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:
Ensure well-structured activities at lunchtime are available to encourage physical, social and emotional wellbeing	Sports coach to provide a variety of activities at lunchtimes TAs to have access to a range of playground games they can facilitate Sports coach to ensure each year group has resources they can use to engage in physical activity and make their own games Play leaders to support	Sports Coach MSAs at lunchtime	The sports coach has made a basket of PE resources available for each year group to play with. Each year group is responsible for collecting the resources up at the end of the playtime. With the use of the field it has made it easier for the children to play with a variety of equipment.	Continue to resource playtimes. Sports Coach to support with this from September. Developing the playground is a focus of the school plan 2022-2023. Look into outdoor learning sessions
Raise self esteem, promote our curriculum drivers of emotional wellbeing, excellence, aspiration through weekly sports award	Weekly sports award given out in assemblies for most improved sports person, best effort or other sport related endeavours. Most improved contribution.	Sports Coach	Awards have been given. Pupils have a sense of achievement and has positive impact.	To continue with this 2022-2023 Participate in National Schools Sports Week next week
Promote responsibility and social wellbeing through use of trained play leaders and peer mediators	Play leaders to encourage children to participate in games at lunchtime Peer mediators support with any issues that arise and impact positively on behaviour at lunchtimes and lead to increased social and emotional wellbeing. New Year 5s will be trained during the year	Sports Coach Pastoral Lead	Children have led activities for younger children. Opportunity to develop leadership skills. Peer mediators need further training.	To continue with this 2022-2023 to embed this.
Use sport as an intervention to support learning following outcomes from Boxall Profiles.	Sports Coach to liaise with teachers and the pastoral team to put a programme in place for specific pupils to support with: social and communication skills, focus and attention, self-confidence, cooperation. This will be timetabled on the sports coach timetable	Sports Coach Pastoral Team including SENCo Teaching Staff 1:1 teaching assistants	Sensory circuits are in place Supporting a pupil with EHC with necessary skills – supporting in the morning 9:45 Supporting pupils with SEMH.	To continue with this 2022-2023. This is now standard practice at Beechfield.

Key indicator 3: Increased confidence, knowledge and skills of all staff in teaching PE and sport				Percentage of total allocation:
				40%
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:
Sports coach to continue to support teachers with delivery of high quality PE lessons.	Continue to support staff by modelling, demonstrating specific skills. Selecting equipment. Demonstrating warm up activities, small group activities to support skills and knowledge development. Revisiting skills/knowledge from previous years	Sports Coach Teaching Staff	All staff have been supported with teaching PE	Continue to upskill staff next year in each year group. All staff to have opportunity to consolidate skills taught from previous year and to learn new skills/knowledge. Sports coach to support with ordering, maintaining equipment and resources.
Key indicator 4: Broader experience of a range of sports and activities offered to all pupils				Percentage of total allocation:
				10%
Intent	Implementation		Impact	
what you want the pupils to know/do/learn	Make sure your actions to achieve are linked to your	Funding allocated:	Evidence of impact: what do pupils now know and what	Sustainability and suggested next steps:
Improve uptake in after school clubs by ensuring there is a response to pupil voice	Sport Coach to audit take up of after school and before clubs on half termly basis and adjust use pupil voice to match provision to pupils requests/interests to engage harder to reach pupils. Keep records of this.	Sports Coach Provided free after school clubs for all children	Spring term: more children have attended the multi skills club on a Friday (18) which replaced the netball club. LKS2 and UKS2 football club is very popular with the boys but no girls have attended. Quite a low take up from PPG children – Girls cricket club will run at lunchtimes in the summer.	Pupil voice summer term in preparation for Autumn 2022
Ensure children can ride bicycles safely	Run Bike ability again for Year 5 and 6 Signpost Cycle Hub for those unable to ride a bike	Parents paid for this	Spring term – Bikeability took place but only 11 children took part. Need to look into the participation for this.	Only 11 children took part. Look into how to increase participation e.g. talk with parents, Twitter, posters, bicycle schemes etc.

Key indicator 5: Increased participation in competitive sport				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:
Signpost access to clubs outside of school	Sports coach to signpost local clubs	Sports Coach	Spring term	Continue next year – need to build on this further. Sport Coach to support through information including flyers, emails etc,
Enrichment - Creating rich, varied and inclusive school sports opportunities as an extension to the curriculum.	Continue to develop partnering with other local schools and encourage inter and intra school competition.	Sports Coach	Autumn term : Competitive football matches between LHS and CTS Year 1 multi sports Year 2 handball Spring term: year 3 dodgeball at CTS Summer : Yr 4 hockey Yr 5 tag rugby Yr 6 cricket	Trust Elite Sports Day to be an annual event. To ensure that all children have opportunities to take part in competitive sports between the schools in the multi academy trust annually.

Signed off by	
Head Teacher:	Gillian Jackson
Date:	July 2022
Subject Leader:	Tina Scott
Date:	July 2022
Governor:	Rama Balachandran
Date:	July 2022