

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](#).

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Details with regard to funding

Please complete the table below.

Total amount carried over from 2019/20	£0
Total amount allocated for 2020/21	£17692
How much (if any) do you intend to carry over from this total fund into 2021/22?	£2754
Total amount allocated for 2021/22	£17683
Total amount of funding for 2021/22. To be spent and reported on by 31st July 2022.	£20437

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?	82%
What percentage of your current Year 6 cohort use a range of strokes effectively [for example, front crawl, backstroke and breaststroke]?	86%
What percentage of your current Year 6 cohort perform safe self-rescue in different water-based situations?	86%
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?	Yes/No
£912 has been spent on swimming. 8 children from Year 6 have received booster sessions to help them achieve the above requirements. Funds have been used to reduce the pupil: adult ratio for Year 2 swimming. This has enabled our Year 2 children to have the best start to their swimming experience at Saint John's.	5%

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: £20,437 (£17,683 from 2021/22 + £2754 from 2020/21)	Date Updated: 15/07/22		
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: 41%
Intent	Implementation	Impact		Sustainability and suggested next steps:
<p>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 consolidate through practice:</p> <p>Ensure that all children are engaged in PE and that children are active during lunch times</p>	<p>Make sure your actions to achieve are linked to your intentions:</p> <p>PE apprentices employed who have been with us from 12:15 – 4:15pm every day. They have:</p> <ul style="list-style-type: none"> provided activities for the children at lunch time to encourage physical activity supported during PE lessons to engage the children who struggle <p>Purchase of equipment to support active lunchtimes and high quality PESSPA at Saint John's</p>	<p>Funding allocated:</p> <p>£7200</p> <p>£1177</p>	<p>Evidence of impact: what do pupils now know and what can they now do? What has changed?</p> <p>By supporting our least active children and those who need support to develop their motor skills, we have improved activity levels in these groups.</p> <p>Children engaged in high quality PESSPA and active lunchtimes. Children coming in from lunch out of breath and refreshed from exercise. Staff have access to the equipment needed to teach PE lessons effectively.</p>	<p>Children now have a better chance of being physically active for the rest of their lives.</p> <p>Next year, use funding for a PE apprentice to continue to work with children to ensure that the progress made is not lost.</p>

Key indicator 2: The profile of PESSPA being raised across the school as a tool for whole school improvement				Percentage of total allocation: >1%
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 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:
Raise the profile of PESSPA at Saint John's	<p>PE apprentices employed who have been with us from 12:15 – 4:15pm every day. They have:</p> <ul style="list-style-type: none"> worked with children across the school in a range of lessons, clubs and interventions <p>Hiring of the cricket ground for Sports Day</p>	<p>See indicator 1</p> <p>£50</p>	<p>Children see PE apprentices as positive role models. As both of our apprentices are female and play competitive sport at a high level, they have particularly encouraged female pupils.</p> <p>Children have experienced competitive sport on grass.</p>	<p>Next year, use funding for a PE apprentice to continue raising the profile of PESSPA.</p> <p>Continue to hire the local cricket ground for Sports Day so children can experience sport on grass and provides community links.</p>

Key indicator 3: Increased confidence, knowledge and skills of all staff in teaching PE and sport				Percentage of total allocation:
				17%
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 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:
Increase staff confidence and knowledge in teaching PE	Move More membership has allowed access to curriculum support and CPD.	£2200	Two classes have received high quality CPD in gymnastics. This has upskilled the staff in the teaching of this discipline and has also provided high quality teaching for our pupils.	As teachers have worked alongside the coaches, they have received CPD in delivering PE lessons; this means that our provision of PE in the future will remain at a high level as teachers draw on what they have learned.
	Cricket CPD arranged for two classes. This has upskilled the staff in the teaching of this sport and this has also provided high quality teaching for our pupils.	£360	This has upskilled the staff in the teaching of this sport and has also provided high quality teaching for our pupils. Staff reported increased confidence following CPD.	Next year, ensure that different staff receive CPD, especially focusing on new staff/new sports that have been added to the curriculum.
	Ipads have been purchased to enable access to modelling videos and to also support with feedback and assessment	£1090	Purchased in July so impact will be seen next year.	

Key indicator 4: Broader experience of a range of sports and activities offered to all pupils				Percentage of total allocation:
				28%
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 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:
Offer additional sport to pupils outside of the curriculum	<p>PE apprentices have been employed and have been with us from 12:15 – 4:15pm every day. They have:</p> <ul style="list-style-type: none"> run free after school clubs which are accessible to all <p>PE coordinator allocated weekly time to:</p> <ul style="list-style-type: none"> organise events, interventions, swimming and clubs. Support and mentor PE apprentices conduct monitoring of lessons take children to competitions <p>Balanceability for Reception children</p>	<p>See indicator 1</p> <p>£4990</p> <p>£750</p>	<p>Lots of children participating in extra-curricular sport</p> <p>PE apprentices have been successfully supported and embedded within our school; their work has been invaluable. Children have attended a range of sports competitions/events and a wide range of clubs have been offered. KS1 children have received fizzy intervention. All children (except Reception) have had access to a free sport club.</p> <p>Majority of our Reception children can now ride a bike without stabilisers</p>	<p>Continue with this next year to ensure all children receive the best PESSPA that Saint John's can offer.</p> <p>This was very successful so we will continue with this next year.</p>

Key indicator 5: Increased participation in competitive sport				Percentage of total allocation:
				7%
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 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:
Provide as many children as possible with opportunities to represent Saint John's in competitive situations.	<p>PE assistant has taken several groups of children to sporting events/competitions both during and after school.</p> <p>PE apprentices have been employed and have been with us from 12:15 every day. They have:</p> <ul style="list-style-type: none"> attended sports events with groups of children e.g. indoor non-stop cricket, indoor athletics, tag rugby, football and outdoor cricket 	<p>£1452</p> <p>See indicator 1</p>	<p>Nearly half of our KS2 children have represented Saint John's in a sport competition. Children were carefully selected to ensure that different children attended events.</p>	<p>Continue with this next year, increasing the number of events that we attend.</p> <p>PE coordinator attended Move More conference where the idea of more competitions for KS1 was suggested. Continue to discuss the implementation of these.</p> <p>Explore PE apprentice organising intra-school competitions next year.</p>

Signed off by	
Head Teacher:	Victoria Beevers
Date:	25.7.22
Subject Leader:	Hope Sanders
Date:	19.7.22
Governor:	Catherine Simpson
Date:	25.7.22