



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	£22,880
How much (if any) do you intend to carry over from this total fund into 2021/22?	£1600
Total amount allocated for 2021/22	£22,770
Total amount of funding for 2021/22. To be spent and reported on by 31st July 2022.	£24,370

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 2020.</p> <p>Please see note above</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>	%
<p>What percentage of your current Year 6 cohort perform safe self-rescue in different water-based situations?</p>	%
<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>	Yes/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:		
Key indicator 1: The engagement of all 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%	
Intent	Implementation	Funding allocated:	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:		Evidence of impact: what do pupils now know and what can they now do? What has changed?:	
Go Noodle: Provide active sessions for indoor PE during difficult weather conditions, as well as learning breaks in-between classroom sessions.	Continue to develop creative ideas of how to implement into P.E lessons or class lessons during year group meetings or insets.	£0	Recognise the importance of brain breaks if and when needed. Online go noodle participation points. Increased physical activity vs teacher talk time. Visual coordination aid and development.	Promote more short learning breaks between subjects or cross curricular active learning movements.
Equipment: Increasing, improving and maintaining all PE, playground and physical activity equipment.	Review equipment needed around scheme of work. Review playground equipment Agree in budget meetings Budget for and order to maintain or improve equipment used at break and lunchtimes.	£862	Finance order forms Well-equipped PE shed Active break and lunchtimes All pupils kept engaged in PE.	Continue to review and improve break and lunchtimes by developing more student led activities
After School Clubs: A variety of after school sports clubs to extend pupils learning and promote active living.	Multiple sports clubs across all key stages. Run by school staff and outside agency. Progressive sport. Offer competitive and friendly events for club participants Monitor attendance	£5000	Paper registers Club timetable Improving active lifestyle Skill development Participants competing in more school games events Increasing girls club participation	Offer more sports that are less accessible to students i.e., dance, cheerleading. Create a termly pupil rotation of club opportunities with a group within each club as the development group

SEND Physical Activity Interventions Isolated physical activity sessions for pupils with SEN	Group SEND pupils based on SEN needs Timetable accordingly Create/plan resources needed Team teach with TA's	£0	Active SEND pupils Develop gross and fine motor skills Develop physical and cognitive skills where possible	Record sessions visual board of sessions
EYFS Physical Activity Intervention: Physical activity sessions for target EYFS pupils.	PE specialist to liaise with EYFS team. Review EYFS physical development statements/targets. Plan intervention sessions	£0	Covid recovery Gross and fine motor skill development Introduction to organised PE lessons	Continue targeted sessions Incorporate sessions and ExAT targets into EYFS PE curriculum
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 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 Kit Monitoring: Whole school PE kit system aimed to improve amount pupils bring in correct PE kit.	Admin team to help create termly timetable Distribute and collect timetables termly for review. Contact parent/careers to make them aware. Provide kit for those that need it	£200	Registers Increase in pupils wearing correct PE attire. Improved quality PE participation	Develop online register to minimize use of paper and create the ability for all staff to be able to view registers and make parents aware accordingly
Signposting: Signposting to local clubs and events to provide more sporting opportunities for pupils outside of school time	Liaise with local sports clubs regarding sessions and events Club posters on playground whiteboard Hand pick pupils to recommend clubs to parents	£0	Board Leaflets/flyers Pupils engaged in physical activity outside of school.	Liaise with more local clubs and companies to create more sporting pathways and opportunities for pupils outside of school

<p>PE & Playground Leaders Children chosen to take leadership roles in PE and sports activities across the school.</p>	<p>Pupil playground monitor interviews with school heads and subject leader. Playground monitors taken through training Class PE monitors regularly chosen and rotated each term</p>	<p>£0</p>	<ul style="list-style-type: none"> - Opportunities to develop leadership skills - Developing confidence, organisation, cooperation and responsibility skills - Active, safe, fun and inclusive playground 	<ul style="list-style-type: none"> - Develop playground markings - Midday supervisors training - Game visuals
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Key indicator 3: Increased confidence, knowledge and skills of all staff in teaching PE and sport	Percentage of total allocation:
	6%

Intent	Implementation	Funding allocated:	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?:	Sustainability and suggested next steps:
<p>Langdon SSP Youth Sports Trust CPD Membership: Youth sports trust membership CPD package available to cluster schools for selected school staff to improve quality of teaching.</p>	<ul style="list-style-type: none"> - Apply for CPD package - Liaise with staff to identify appropriate training needed and where confidence is lacking. - Book selected staff onto specific training courses. 	<p>£250</p>	<ul style="list-style-type: none"> - Langdon SSP calendar - Photos - Competition placings - Increased confidence and experience in competitive engagement in pupils. - Development of greater depth pupils in training for upcoming events. 	<ul style="list-style-type: none"> - Continue staff auditing to identify next CPD for all staff members
<p>Internal PE Platform Internal platform for all thing PE for staff and pupils to use in relation to all things PE</p>	<ul style="list-style-type: none"> - Subject leader develops an online internal website - Make all PE specialist and subject lead resources available to staff in one place - Introduce website to all staff in year group meetings. 	<p>£0</p>	<ul style="list-style-type: none"> - Improved accessibility to pe plans - All PE resources more accessible - Regular and updated CPD 	<ul style="list-style-type: none"> - Continue to update site - Develop more tailored CPD - Student accessibility

Employ Dance specialist for lessons	Teachers to attend lessons alongside the dance coach for CPD	£1170	Pupils able to access high quality dance teaching	Staff able to lead dance sessions independent of the coach
Key indicator 4: Broader experience of a range of sports and activities offered to all pupils				Percentage of total allocation: 57%
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:
After School Clubs: A variety of after school sports clubs to extend pupils learning and promote active living.	Multiple sports clubs across all key stages. Run by school staff Offer competitive and friendly events for club participants Monitor attendance	£0 (see indicator 1)	Paper registers Club timetable Improving active lifestyle Skill development Participants competing in more school games events	Offer more sports that are less accessible to students i.e. fencing, cheerleading. Create a termly pupil rotation of club opportunities with a group within each club as the development group.
School Games Mark Whole school award for participation, ongoing commitment and achievement in the school games programme during the autumn and spring term.	Subject lead to register with Langdon SSP. Plan and prep in good time for all competitions and activities through timetables and appropriate paperwork i.e. risk assessments. Develop awareness across school and local community using school newsletter and assembly announcements.	Refer to indicator 5: Langdon school sports partnership	Langdon SSP Application form Certificate of achievement Linked to Succeedin registers Increased pupil confidence Competitive/non competitive/ physical activity participation targets set to push for continued development.	Introduce more physical intervention sessions through assessment Register and apply with Langdon SSP Continue signposting Continue and increase available intra competitions Provide more leadership opportunities

<p>Outdoor Adventurous Activity: To give pupils the opportunity to take part in outdoor adventurous sport activities</p>	<p>Year 6 to Fairplay House in Essex – climbing, caving, woodland games, orienteering Year 5 to Shadwell Basin in Shadwell Climbing, canoeing</p>	<p>£13861</p>	<p>Increased pupil confidence in taking risks Improving active lifestyle Skill development</p>	<p>Improve take up for Fairplay House (overnight) by taking year 5 to Shadwell (local)</p>
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Key indicator 5: Increased participation in competitive sport				Percentage of total allocation:
				12%
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:
Langdon School Sports Partnership Competitions: Weekly competitive inter sports tournaments for years 1-6 across the whole academic year.	Register for partnership competition events Regular school cover organised by SLT for weekly competition attendance. Complete risk assessments Train/prepare sports teams (multiple year groups) prior competitive events.	£2427	Competition placings risk assessments Increased confidence, self-esteem and experience in a competitive environment for pupils. Level 2 (inter) experience	Membership will be renewed Continue to develop sports teams through clubs and lunchtime activities. Identify competitive areas that need to be developed through PE lessons and extra-curricular activities.
Annual competitive house sports days: Pupils compete in their houses in a variety of competitive sports	Hire local field for sports days Complete risk assessments Train staff in delivery each activity Purchase medals and certificates	£600	Competition placings Increased confidence, self-esteem and experience in a competitive environment for pupils. Year 6 pupils used as coaches to support younger years in their sports days	

Signed off by	
Head Teacher:	Fiona Cullen
Date:	4.10.21
Subject Leader:	Ade Cole
Date:	4.10.21
Governor:	Jawad Khan
Date:	24.11.21

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Created by:  **association for Physical Education**  **Active Partnerships**  **YOUTH SPORT TRUST**

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