

# 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](http://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:



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## Details with regard to funding

Please complete the table below.

|  |                |
|--|----------------|
| Total amount carried over from 2019/20   | £2397          |
| Total amount allocated for 2020/21   | £19,077        |
| How much (if any) do you intend to carry over from this total fund into 2021/22?                                     | £2000          |
| Total amount allocated for 2021/22   | £16,750        |
| <b>Total amount of funding for 2021/22 included in this document (to be spent and reported on by 31st July 2022)</b> | <b>£18,750</b> |

## 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><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></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><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 2020.</p> <p>Please see note above</p>  | N/A (no Year 6 pupils in 2021-22) |
| <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>  | N/A (no Year 6 pupils in 2021-22) |
| <p><b>What percentage of your current Year 6 cohort perform safe self-rescue in different water-based situations?</b></p>  | N/A (no Year 6 pupils in 2021-22) |
| <p>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?</p>   | Yes                               |

## 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: 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</b> |   |                    | Percentage of total allocation:<br>31%   |  |
| 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:   |
| Provide a range of physical activities, beyond physical education lessons, to meet the 30 minutes of physical activity target  | <p>A designated coach/teacher to provide activities to promote physical activity at lunch time, with a particular focus on targeted groups. Investment in additional equipment promote physical activity at lunch times.</p> <p>A range of resources promoted and implemented in classes for short bursts of physical activity during the school day.</p> <p>Extra-curricular sports clubs to run at least 3 times a week after school to provide more opportunities for pupils to be active.</p> | £5765              | <p>Designated teacher has been employed and part of role is to work with pupils at lunchtimes twice a week to promote physical activity. Additional resources have been purchased to support this provision. Specific cohorts have been targeted. Impact of this is that pupils are more active and knowledge and skills relating to specific sports are improved.</p> <p>Active bursts have become a feature in all classes.</p> <p>Extra-curricular sports clubs were offered across the academic year for children from Reception through to Year 5. Some were provided by school staff and</p> | <p>Designated teacher to remain in post and role to be developed further as the school makes the full transition to Primary status.</p> <p>Pupil Sports Leaders to be provided with further training to ensure that they can support the younger pupils with activities at break and lunch time.</p> <p>Active burst resources to be further refined so that there is a consistent approach across the school.</p> <p>Continue to develop and refine offer for extra-curricular sports</p> |

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|  | <p>Free clubs provided for pupils who find it hard financially to access clubs outside of school.</p> <p>Sporting activities on offer as part of school's after school care provision.</p> |  | <p>some by external providers. 75% of all offered were free of charge. The remaining 25% were subsidised. Most clubs were at full capacity.</p> <p>After school care provision has featured an active session throughout the year and resources have been purchased to support this.</p> | <p>clubs. Work on raising profile of sustained attendance.</p> <p>Build on active element of after school care provision with addition of skilled Empower staff to the team.</p> |
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| <p><b>Key indicator 2: The profile of PESSPA being raised across the school as a tool for whole school improvement</b></p> | <p>Percentage of total allocation:<br/>8%</p> |
|--|---|

| Intent  | Implementation   |                           | Impact  |   |
|---|--|---------------------------|---|---|
| <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 to consolidate through practice:</p>  | <p>Make sure your actions to achieve are linked to your intentions:</p>  | <p>Funding allocated:</p> | <p>Evidence of impact: what do pupils now know and what can they now do? What has changed?:</p>   | <p>Sustainability and suggested next steps:</p>   |
| <p>Sports Leaders pupil programme to be implemented and developed to support the delivery of physical activity.</p> <p>Physical activity and sport to be celebrated through whole school focus events e.g. Commonwealth Day and through use of communication platforms such as the weekly newsletter and ClassDojo.</p> | <p>PE Subject Leader to work with a group of KS2 pupils to train them to become pupil Sports Leaders. These leaders will run activities during break times for targeted groups to participate in. Resources to support delivery will be purchased.</p> <p>Sports Leaders to plan and lead focus events with whole school to ensure that the profile of physical activity is raised. Such events to be shared with wider community.</p> | <p>£1500</p>              | <p>Pupil Sports Leaders allocated in Autumn Term and trained.</p> <p>Pupil confidence improved, as well as knowledge and skills.</p> <p>Profile of physical activity raised across the school and within the community.</p> | <p>Further develop Sports Leaders initiative to include a wider range of year groups/pupils.</p> <p>Develop frequency of pupil led sessions (targeted groups and whole school).</p> <p>Continue to work on raising profile.</p> |

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| Key indicator 3: Increased confidence, knowledge and skills of all staff in teaching PE and sport   |  |                    |  | Percentage of total allocation:  |
|---|--|--------------------|--|--|
|   |  |                    |  | 15%  |
| 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:   |
| Teachers feel empowered to deliver high quality PE lessons  | <p>Specific teachers to work alongside specialist coaches to complete programme of support (Worcester Warriors and Empower Active).</p> <p>Targeted CPD for staff (accessible via purchased scheme).</p> <p>Investment in GetSet4PE and supporting resources to support teachers in delivering high quality PE sessions and providing a clear progression of skills and knowledge.</p> | £2860              | <p>Teachers across the school now confidently use the GetSet4PE scheme to deliver high quality PE sessions. The PE Subject Leader has carried out regular monitoring throughout the year and improvements have been evident.</p> <p>CPD has been carefully planned and well attended. This has been predominantly through the scheme but other source have also been utilised.</p> | <p>Subscription for GetSet4PE to be continued.</p> <p>Focus on review and further development of OAA element of PE curriculum, ensuring progression as we make the full transition to Primary status.</p> <p>CPD to be ongoing, with a more targeted approach being adopted now that all staff have received the basic input.</p> <p>PE Subject Leader to work collaboratively with other local leads.</p> |

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**Key indicator 4: Broader experience of a range of sports and activities offered to all pupils** Percentage of total allocation:  
35%

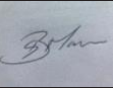
| Intent  | Implementation   | Impact  | Sustainability and suggested next steps:  |
|---|--|---|---|
| Your school focus should be clear what you want the pupils to know and be able to do and about what they need to learn and to consolidate through practice: | Make sure your actions to achieve are linked to your intentions:   | Funding allocated:  |   |
| Pupils participating in a wider range of sporting and physical activities throughout the academic year.   | <p>Fund/subsidise specific activities during curriculum time for pupils to ensure that they are able to experience a broad range of activities e.g. rugby, athletics, rounders, archery, dance. These will take place both at school, off-site and collaboratively with pupils from other schools.</p> <p>Target groups of children who are less active for specific events e.g. free participation for PPG pupils.</p> <p>Enter festivals and other competitions to provide opportunities for pupils to</p> | <p>£6625</p> <p>Pupils in all year groups at Himbleton have experienced a significantly increased range of sporting and physical activities in academic year 2021-22. This has been commented on by the pupils and parent community.</p> <p>Opportunities have been accessed by all, with financial barriers removed.</p> <p>Collaborative opportunities have enabled further experiences and pupils have been able to develop important skills such as teamwork and problem solving.</p> | <p>Refining choice of providers for selected activities.</p> <p>Mapping of experiences across the school to ensure they are built upon year on year.</p> <p>Increased focus on festivals and wider competitions/tournaments in academic year 2022-23.</p> <p>Continue with employment of additional coach to ensure challenge and maximum impact.</p> |

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|  | <p>participate in a wide range of sports and activities with pupils from other schools in the area.</p> <p>Cost of transport provided to enable access to such sporting/active events.</p> <p>Employment of extra swimming coach and additional pool teaching space to improve speed and stamina over distances of at least 25m. Children confident in swimming 25m progressed further through smaller groups facilitated by extra coach.</p> <p>Funding of Forest School Leader and supporting staff to provide further physical activity opportunities for every pupil each week.</p> |  | <p>Transport costs have been funded by the school to ensure access and highlight the value that the school places on this important part of the curriculum.</p> <p>The additional employed swimming coach has meant that we have been able to deliver above and beyond the requirements of the National Curriculum, improving ratios so that challenge can be provided for those meeting requirements.</p> <p>All pupils have participated in active Forest School sessions each week and this has supported promotion of our key curriculum drivers.</p> | <p>Continue with provision of Forest School for all year groups, ensuring rigour in progression as the school completes full transition to Primary status.</p> |
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| Key indicator 5: Increased participation in competitive sport   |  |                    |   | 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:  |
| Every child to have the opportunity for participation in competitive sport.   | <p>Release time to be funded to enable PE Subject Leader to plan and develop a programme for competitive sport (this element of the school's work needs significant focus following COVID-19).</p> <p>Resources to be purchased to support preparation for and facilitation of competitive sporting opportunities.</p> <p>Participation in competitive sporting fixtures e.g. football, netball, rounders.</p> <p>Pupils to compete in competitive tournaments.</p> <p>Enter school games festivals and other competitions to provide opportunities for pupils to participate competitively in a wide range of sports and activities with pupils from other schools.</p> | £2000              | <p>The PE subject leader has considered carefully the competitive opportunities available to Himbleton pupils and devised a clear development plan.</p> <p>Resources have been sourced and purchased to support development of provision.</p> <p>Pupils have competed in an increased number of competitive sporting events. Due to circumstances, this has been more significant for KS2 pupils. Pupils' understanding of the rules and etiquette of competitive sport are improved.</p> | <p>This will be an ongoing area of development moving into academic year 2022-23. Inter-school competitive events continued to be hindered in 2021-22 due to ongoing COVID-19 cases and staffing shortages as a result of this.</p> <p>Despite this, some progress was made and key relationships with local schools developed.</p> |

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|  | Cost of transport provided to enable access to such sporting/active events. |  |  |  |
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|-----------------|---|
| Signed off by:  |   |
| Head Teacher:   |  |
| Date:           | 29.7.22 (for date of review of impact)  |
| Subject Leader: | Sophie Albutt   |
| Date:           | 29.7.22 (for date of review of impact)  |
| Governor:       | Geoff Hedges  |
| Date:           | 29.7.22 (for date of review of impact)  |