

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](#).

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Details with regard to funding

Please complete the table below.

Total amount carried over from 2020/21	£
Total amount allocated for 2021/22	£
How much (if any) do you intend to carry over from this total fund into 2022/23?	£
Total amount allocated for 2022/23	£
Total amount of funding for 2022/23. To be spent and reported on by 31st July 2023.	£17,800

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? 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. Please see note above	76% of the children can swim 25 metres competently.
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	30% of children can use a range of strokes effectively.
What percentage of your current Year 6 cohort perform safe self-rescue in different water-based situations?	50% of children can use a range of safe self-rescue in water safety skills.

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
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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 <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:
<ul style="list-style-type: none"> To get more children active throughout the day Year 6 house captains to lead lunchtime activities Sports equipment to be well stocked and embedded during playtimes Introduction of physical activity into wrap around care (breakfast and afterschool) through PE lead upskilling TAs involved 	<ul style="list-style-type: none"> Train Year 5 in leadership and teamworking skills ahead of next year Year 6 trained in playground games Review of stock every term (Autumn 1, Spring 1, Summer 1) and to replenish stock when/if needed Train wrap around care staff in afterschool games To create a link between schools to share ideas and knowledge 	£5000	<p>Pupils are more active during playtimes.</p> <p>Regular year 6 sports leader led lunchtime activities.</p> <p>PE shed is well stocked and maintained and easily accessible for playtime use.</p>	<p>Increase range of equipment available for all pupils to access and use during playtimes.</p> <p>Continue to monitor and maintain PE equipment in PE shed and playtime equipment.</p> <p>Continue to develop skills of and train afterschool club staff in suitable physical activities for across the age-ranges.</p>
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:
<ul style="list-style-type: none"> Attending GSSP partnership workshops and CPD opportunities Teamwork and collaboration Increased competition and recognition of children's achievements Problem-solving, children to organise and play together 	<ul style="list-style-type: none"> Cover needed to ensure visits to partnership schools Cover needed for PE lead to attend GSSP meetings and workshops to raise the profile of PESSPA Expenses of medals, cups and additional prizes 	£500		PE Lead to attend GSSP partnership workshops and CPD opportunities each term.

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:
<ul style="list-style-type: none"> Staff are supported to learn new skills through CPD opportunities delivered by the PE Lead and specialist teachers (e.g., gymnastics, dance) Teachers encouraged to attend lessons delivered by PE Lead Staff provided with the resources and training to 	<ul style="list-style-type: none"> Become members of GSSP (Greenwich School Sport Partnership) Pay for specialist dance teacher to run dance curriculum (teacher observation to increase confidence) PE Lead to upskill through attending CPD opportunities and feedback 	£1,500 £1,400 per term	Pupils learn and develop new skills in dance. Staff become more knowledgeable about teaching dance. Year 4 pupils develop skills in cricket and those GD children identified and invited to attend external training sessions with Greenwich Cricket Club.	PE curriculum map to be updated to ensure progression across the curriculum and to embed the Get Set4 PE scheme within the curriculum. Audit of staff skills and knowledge to inform further CPD CPD training in those areas of the PE curriculum staff are

support PE teaching to a competitive level through GSSP <ul style="list-style-type: none"> Cricket coaches are employed in Year 4 	to teaching staff <ul style="list-style-type: none"> Purchase of Get Set 4 PE scheme to support all teachers in delivering PE Observations and team teaching with specialist teachers empowers staff to learn new skills and share their own Cricket coaching in Year 4 (one term) taught by specialists and offering expended opportunities to play at clubs/competition 		Get 4 PE scheme purchased and begun to be used within the curriculum by all teachers.	unfamiliar with/weaker teaching within the new scheme. Expand range of local external clubs invited in to coach all pupils in a greater range of sports
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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:
<ul style="list-style-type: none"> Improve swimming outcomes for Year 4 children Increase sporting opportunities after school Provide orienteering and team building opportunities Provide a range of specialist sport activities for taster days and sessions 	<ul style="list-style-type: none"> Year 4 to have intensive swimming course receiving 1 hour every day for two weeks Year 4 to have 1 swimming lesson per week for one academic year Trips to Reach (part of OAA) Trip to Shooters Hill Woodlands farm (orienteering) 	£??? £300 £195	Increased number of children taking part in physical extra-curricular activities. Pupils attended climbing session at The Reach with specialist instructors as part of OAA strand of curriculum.	Develop links to local sports clubs and other local schools to increase competitive opportunities for pupils. Use pupil voice to develop the range of extra -curricular clubs offered. Develop a girls' football squad – with Charlton FC?? Utilise membership of GSSP

	<ul style="list-style-type: none"> • Improve extra-curricular opportunities on offer through links with associated clubs and societies • Conduct pupil voice to find out what type of clubs' pupils would like. Particular focus on response from girls. 			<p>more to provide a broad range of specialist sport activities and taster days for pupils across the school.</p> <p>Look to develop and expand the OAA strand of the curriculum. Investigate whether viable and suitable to establish an OAA route around the school grounds.</p> <p>Look at alternative OAA opportunities for more classes in the school to provide progression in this strand.</p>
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Key indicator 5: Increased participation in competitive sport				Percentage of total allocation:
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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:
<ul style="list-style-type: none"> Organise and participate in sports activities and competitions across the partnership and Local Authority Get more children involved in competitive sport across different age groups 	<ul style="list-style-type: none"> Inter school competitions arranged every half term Sports Day at Sutcliffe Park Travel to competitions 	£1000	<p>Link made with local school for dodgeball competitions.</p> <p>Successful Sports Day at Sutcliffe Park.</p>	<p>Utilise links and competitive opportunities for wider range of pupils through GSSP, for increased participation in competitions across partnership and Local Authority.</p> <p>Book Sutcliffe Park for next summer's sports day.</p>

Signed off by	
Head Teacher:	
Date:	
Subject Leader:	Emma Gowing
Date:	27.11.23
Governor:	
Date:	