

# Evidencing the impact of the Primary PE and sport premium

Website Reporting Tool

Revised July 2021

Commissioned by



Department  
for Education

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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](#).



## Details with regard to funding

Please complete the table below.

|   |          |
|---|----------|
| Total amount carried over from 2019/20  | £ nil    |
| Total amount allocated for 2020/21  | £ nil    |
| How much (if any) do you intend to carry over from this total fund into 2021/22?    | £ nil    |
| Total amount allocated for 2021/22  | £ 16,000 |
| Total amount of funding for 2021/22. To be spent and reported on by 31st July 2022. | £ 16,000 |

## 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> | NA   |
| <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>  | NA   |
| <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>  | NA   |
| <p><b>What percentage of your current Year 6 cohort perform safe self-rescue in different water-based situations?</b></p>  | NA   |
| <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, 4x1hr swimming lessons for our only 2 classes. EYFS and Y1. |

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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:  |  |
|---|---|-----------------------|---------------------|--|--|
| <p><b>Key indicator 1:</b> The engagement of <b>all</b> 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</p> |   |                       |                     |  |  |
| 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?:                               |  |
| To provide activities in outdoor provision that support children's physical development – daily.  | PE activities and equipment available at all breaks and lunchtimes,   |                       | £1000 for equipment | All children engage in purposeful physical activity at lunch and break. Skills have improved.                          |  |
| Equipment is appropriate and engages children in physical activity.   | Curriculum audit to ensure that the school provides the equipment to match the needs of the children.                     |                       |                     | Equipment is age appropriate and helps to develop strength, co-ordination and skill                                    |  |
| Engage with OPAL programme (Outdoor play and learning)  | OPAL programme initiated in preparation for moving to the new site in September 2022.<br><br>Staff given initial training |                       | £5000               | Start in new building  |  |
|   |   |                       |                     | Set up Opal at new site, train all staff in Opal so that the scheme can be continued when the official support ceases. |  |

|   |   |       |  |  |
|---|---|-------|--|--|
| Weekly Forest school sessions to promote physical activity in a natural environment | Children have 2 hr weekly sessions supported by staff members | £4200 | Children physically activity for a whole morning/afternoon with access to tree ladder, swings and balance ribbons as well as space to climb and negotiate obstacles.<br><br>Staff equipped to teach forest sessions through the professional development of observing a trained Forest school practitioner | Continue to team teach forest school so that all new staff develop the skills to lead forest school sessions themselves. |
|---|---|-------|--|--|

**Key indicator 2: The profile of PESSPA being raised across the school as a tool for whole school improvement**

| 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:  |
| To engage all children in sport and encourage the children to join after school sports club   | Sports club provision provided by Progressive sports             | £ (Part of sports coach amount below) | After school sports club running from Term 4 – Term 6.<br><br>All children given the opportunity to participate by place selection being available to those who missed the previous term's sign up. | Run sport club at a lunchtime so that all children have the opportunity to participate. |

**Key indicator 3: Increased confidence, knowledge and skills of all staff in teaching PE and sport**

| 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 | 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: |

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|   |   |        |   |  |
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| consolidate through practice:   |   |        |   |  |
| Improve skill set of school staff in promoting and encouraging physical activity<br><br>*cost includes lunchtime club and after school club | Sports coaches employed to teach weekly games sessions to the children where TAs can team teach and lead/support activities which can then be used at other times of the school day/week. | *£3406 | Staff have ideas for games to play with the children at lunchtimes and playtimes to promote physical activity   | Train up pupil sport's leaders so that they can demonstrate to other pupils how to use the equipment safely and help develop their play. |
| Weekly lunchtime physical activity for all children – 30 minutes<br><br>*cost includes lunchtime club and after school club                 | Each week, children have a sports coach to promote physical activity and fitness which then feeds into a games session for each class straight after.                                     |        | All children have engaged with the physical activity and have learnt new skills and games.<br><br>Lunch supervisors/TAs have learnt new activities to do with children. | Lunchtime staff continue to learn from professional sport's coaches once a week in developing active play at lunchtimes.                 |

**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:  |
| Additional achievements:<br><br>The last two weeks of the summer term were given over to Sport, wellbeing and aspiration                                    | 4x 1hr swimming lessons for all children<br><br>Visit from Olympic athlete<br><br>Trampoline session<br><br>Yoga session<br><br>Boogie Bounce | £480<br><br>£449<br><br>£120<br><br>£120<br><br>£120 | Children have had exposure to new sports and activities which can then be pursued out of school.<br><br>Children have a greater understanding of different sports and can talk about how it has a positive impact on them.<br><br>Children can talk about how they use the school value of courage to try new sports | Continue sports weeks and increase sports provision out of school hours via a partnership with Bath Spa university, giving free training to Two Rivers staff in return for the use of the site. |

|  |  |  |   |  |
|--|--|--|---|--|
|  |  |  | Through swimming lesson, children have increased confidence in the pool and have all experienced 4 hours when 25% of children said they had not been swimming before. |  |
|--|--|--|---|--|

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| Key indicator 5: Increased participation in competitive 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:                 |
| All children to participate in competitive sports day at the end of the Summer term   | Children to choose races they wish to enter<br><br>Children to link races with the school value of courage<br><br>Parents invited to celebrate children's achievements. | £                  | Children enjoyed racing and felt a sense of achievement                                  | Futura Learning partnership inter and intra school races |

|                 |                |
|-----------------|----------------|
| Signed off by   |                |
| Head Teacher:   | Wendy Carver   |
| Date:           | 13/7/22        |
| Subject Leader: | Wendy Carver   |
| Date:           | 13/7/22        |
| Governor:       | Richard Triggs |
| Date:           | 18/07/22       |