

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 15131	£0
Total amount allocated for 2020/21	£18'520
How much (if any) do you intend to carry over from this total fund into 2021/22?	£3389
Total amount allocated for 2021/22	£18'310
Total amount of funding for 2021/22. To be spent and reported on by 31st July 2022.	£21'699

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>At Holy Rosary, pupils are taught to swim from Year 3. Any pupils who are not confident and competent swimmers are supported through additional sessions in subsequent years with the aim to meet the requirements of the NC.</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>	95%
<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>	92%
<p>What percentage of your current Year 6 cohort perform safe self-rescue in different water-based situations?</p>	96%
<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 - further intervention given to be able to confidently and competently

	swim.
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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 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: 18%	
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:
<p>All pupils to be physically active for a minimum of 30 minutes per day (in addition to PE and break).</p> <p>Raise the profile of the Daily Mile so that more parents are more physically active.</p> <p>Raise the profile of walk to school, bike to school, park and stride and 10 minute walking bubble.</p> <p>100% pupil achieve the three requirements of the national curriculum in relation to swimming.</p>	<p>Daily Mile within bubbles at three points in the school day</p> <p>Daily active maths and English sessions</p> <p>Encourage active travel to and from school through SWAY and Class Dojo</p> <p>Resources to complete wake and shake</p> <p>Fund additional swimming sessions</p>	<p>Budget: £500 Actual: £2400</p> <p>Budget: £0 Actual: £0</p> <p>Budget: £300 Actual: £0</p> <p>Budget: £100 Actual: £0</p> <p>Budget: £1200 Actual: £845</p>	<p>100% of pupils move for 30 minutes per day.</p> <p>100% of pupils walk a mile every day.</p> <p>Monitoring of timetable shows that morning 'active' sessions are taking place in class and pupils are given more opportunities to learn outdoors in a range of subjects.</p> <p>High level behaviour issues continue to reduce.</p> <p>Hands up surveys show that more families are actively travelling to school by walking, scooting or cycling - (increase of 7%).</p>	<p>Funding used: £3245</p> <p>Continue with:</p> <ul style="list-style-type: none"> Daily Mile Encouraging active travel Active English and maths sessions <p>Next steps:</p> <p>Develop forest school provision so pupil are timetabled to learn outdoors each term.</p> <p>Pupils complete 60 minutes of physical activity each day at school.</p>

Key indicator 2: The profile of PESSPA being raised across the school as a tool for whole school improvement				Percentage of total allocation:
				43%
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:
<p>The curriculum and assessment of Sport and PE is designed to prioritise and raise awareness of the impact of sport and wellbeing.</p> <p>Play Leaders trained to lead activities for other pupils.</p> <p>Raise the profile of PE across the school and maximise time for provision.</p> <p>Inspire pupils through the stories of sports personalities.</p>	<p>Review curriculum to include the Listening Hour, move and learn and increased PE provision across the week.</p> <p>Staff support on duty to support active break and lunch times.</p> <p>Train PF ambassadors and deliver action plan</p> <p>Target pupils for extra-curricular clubs during the school day</p> <p>Adapt uniform and approach to uniform</p> <p>Subject leaders trial Assessment Framework defining the Substantive, Disciplinary, Procedural Knowledge and Vocabulary for PE.</p> <p>Invite sports personalities into school to address pupils.</p>	<p>Budget: £1000 Actual: £446</p> <p>Budget: £2500 Actual: £3900</p> <p>Budget: £3000 (Affiliation fee) Actual: £3000</p> <p>Budget: £300 Actual: £0</p> <p>Budget: £50 Actual: £44</p> <p>Budget: £200 Actual: £312</p> <p>Budget: £500 Actual: £299</p>	<p>The curriculum and assessment of sport and PE has been fully reviewed and is shared with stakeholders each half term.</p> <p>Pupil progress is assessed using Insight Tracking on a 1-4 scale.</p> <p>Pupils are more engaged in play and activities at break and lunch using the zones set up by staff. Classes are on a rota for football, basketball, the trim trail and the soft play areas.</p> <p>Play leaders had minimal impact due to the C-19 bubble structure.</p> <p>Two disabled sports personalities visited the school remotely and pupils asked them questions about their experiences. One pupil with an EHCP commented that it helped them realise what they were able to achieve.</p>	<p>Funding used: £8002</p> <p>Continue with:</p> <ul style="list-style-type: none"> Retraining Year 6 play leaders Uniform developments Assessment of progress in PE by rolling out the practice across the whole school. <p>Next steps:</p> <p>Achieve national awards such as Healthy Schools Award, Sun Safe Award etc.</p> <p>Continue to develop pupils' knowledge of the affects of Sport and PE on wellbeing, core stability, concentration, behaviour and attainment.</p> <p>Raise the profile of extra-curricular support and its impact on character through school displays and SWAY newsletters.</p>

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:
<p>Ensure school are up to date with key national and local developments in PE and Sport to ensure pupils can benefit from high quality PE and Sport provision.</p> <p>Teachers are confident to teach PE and sport to all pupils.</p> <p>The school is ready to meet the statutory RSE/PSHE requirements.</p>	<p>Review curriculum and ensure progression in knowledge and skills builds from year to year.</p> <p>Purchase physical resources to support knowledge and skills.</p> <p>Staff sport and PE CPD and mentoring (Tennis and Rugby)</p> <p>Staff RSE CPD</p>	<p>Budget: £1000 (included above) Actual: 780</p> <p>Budget: 900 Actual: £964</p> <p>Budget: £500 Actual: £ 300</p> <p>Budget: £500 Actual: £659</p>	<p>The PE lead ensures all staff are aware of local and national PE developments.</p> <p>Substantive, disciplinary, procedural knowledge and vocabulary has been mapped out for all classes and the are clear horizontal, diagonal and vertical links within and between year groups identified.</p> <p>All teachers teach PE at least once per week and have had at least 1 term of training in the last two years with an expert coach.</p> <p>Staff are confidence to teach PE is high and continue to grow in confidence to teach high-quality PE sessions. This has been supported by coaching support over time to develop their knowledge and skills. All teachers have been trained and have taught the RSE curriculum for one year before its statutory implementation – pupils have articulated to governors about the impact of this on the personal development and wellbeing.</p>	<p>Funding used: £2703</p> <p>Continue with:</p> <ul style="list-style-type: none"> Purchasing of resources to support pedagogy. Specialist sport and PE provision for specific classes with team teaching/CPD for staff. <p>Next steps:</p> <p>Upskills teachers new to year groups. CPD for Mental Health Lead. Raise awareness of Youth and Adult MHFA. Achieve nationally recognised Mental Health Award.</p>

Key indicator 4: Broader experience of a range of sports and activities offered to all pupils				Percentage of total allocation: 10%
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:
<p>Pupils continue to have more opportunities to play different sports in both teaching sessions and in extra curricular activities.</p> <p>All SEND pupils attend at least one extra-curricular club per year.</p>	<p>Specialist coaches teach specialist sports so that pupils are given the best possible tuition and staff can develop their pedagogy.</p> <p>Continue strong partnerships with ESSP and BACT through club affiliations.</p> <p>Use Sports Premium funding to pay for private/club sessions for vulnerable and disadvantaged pupils including summer holiday club</p> <p>Sensory and physical review of pupil play areas and allocate funding to support long-term resources and investments.</p>	<p>Budget: £1000 Actual: 300</p> <p>Budget: £3000 (affiliation fee included above) Actual: £3000</p> <p>Budget: £2000 Actual: £1132</p> <p>Budget: £8000 Actual: £449</p>	<p>Pupils in Year 6 accessed high-quality tennis coaching with an after-school programme. Sports Premium funding ensured the vulnerable and disadvantaged had access to extra-curricular provision including nine pupils benefitted from the summer club provision.</p> <p>Feedback from parents is extremely positive about the support provided by the school, especially during the C-19 pandemic.</p> <p>Due to the bubble structure, the school was unable to improve the sensory and physical playground activities. This will be completed in Autumn 2021.</p>	<p>Funding used: £1881</p> <p>Continue with:</p> <ul style="list-style-type: none"> Specialist coaches to support teaching and learning. Aim for all vulnerable and disadvantaged pupils to attend at least one extra-curricular club per year. <p>Next steps: Develop the partnership with ESSP and BACT to enable the best possible extra-curricular and in school provision for pupils. Sensory and physical review of play areas. Acquire funding for a sensory space for the most vulnerable pupils.</p>

Key indicator 5: Increased participation in competitive sport				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:
<p>Achieve Silver Schools Mark</p> <p>Increase regular pupil participation in 'School Games'</p> <p>All pupils in every year have the opportunity to take part in sports at a competitive level.</p>	<p>Pupils attend one sports event per term year (covid dependent)</p> <p>Sports Day will take place at Shobnall Athletics Track</p> <p>Fund transport to and from events.</p>	<p>Budget: £1800</p> <p>Actual: £250</p> <p>Budget: £950</p> <p>Actual: £0</p> <p>Budget: £ 1200</p> <p>Actual: £0</p>	<p>All pupils completed in their bubbles for Sports Day. Due to the pandemic, pupils were unable to compete at an athletics track.</p> <p>Due to the pandemic, pupils were not able to compete against other schools – almost all competitions were cancelled.</p> <p>Schools Mark award postponed for 2020/21 due to the pandemic – the school achieved silver in 2019/20</p>	<p>Funding used: £250</p> <p>Continue with:</p> <ul style="list-style-type: none"> Schools Mark and local sports partnership affiliations <p>Next steps:</p> <p>Achieve Gold Sports Mark.</p> <p>Compete against other schools.</p> <p>Gather data on pupil extra-curricular activities and signpost to clubs and activities, reducing the barriers to attendance by paying for pupils to attend where appropriate.</p>

Signed off by	
Head Teacher:	Timothy Brogan
Date:	July 2021