

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 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.	£

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 2021.</p> <p>Please see note above</p>	81%
<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>	53%
<p>What percentage of your current Year 6 cohort perform safe self-rescue in different water-based situations?</p>	100%
<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: 2022/23	Total fund allocated:	Date Updated:		
<p>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</p>			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 receive 2 hours taught PE lessons (Timetabled sessions inside and outside)	Staff to incorporate 2 hours of PE per week as per their timetable.	£17000	2 Hours PE a week taught in most classes every week.	Need to continue to monitor 2 hours a week.
An increased number of children to access an extracurricular activity through an extracurricular programme.	Children targeted for different clubs to ensure that they are accessing extracurricular sports.	Swimming KS1 Boosters £1760	Lots more children accessed clubs as records kept and children who have not attended a club given priority for next club offered.	Continue to monitor who uses clubs and encourage those who don't with personal invite. Maybe look at activity club rather than sport's club. Need to use PE passport after school registers for clubs.
All children to have the opportunity to access lunch time activities daily led by outside agencies.	Lunch time programme set up by outside agencies to fit with competition opportunities.		Lots of children joined in with activities. Able to use skills in games situations.	Use registers for lunchtime clubs. Also now set up fitness activities eg skipping ropes, hoops, tenpin bowling etc.
Introduce personal challenges for all children.	Discussion with whole staff.		Children given challenges during sports specialist sessions.	Need to look at challenges throughout the year during T and specialist lessons. Maybe

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Choose sports leaders from Year 6 to help promote sport in school and help support activities in Key Stage 1 during lunchtime.	Children to volunteer to be sports leaders in school.		Children joined in with setting up activities for children and competitions, eg RUSC cross country, sports days	linked to balance and strength. Need to use Sports leaders to encourage active lunchtimes, coaching KS1, and setting up in KS2. Trained by RBSGP. Warm ups for PE sessions in school.
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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:
In first term have use outside company to raise the profile of PE and being active in school	Freddy Fit/ Dojo Karate? to visit school throughout the year to highlight the importance of PE and sport with all children from R – Y6	£800	Children in Year 6 had Rochdale hornets in working with them on Rugby skills. Went to Salford to watch England Rugby League mascots and flag bearers for the match, played on pitch pre match and during half time. Year 5 worked with Mayfield Rugby. Children enjoyed taking part in a variety of events. Taken advice from Julie regarding scheme.	Try to look at an activity for the whole school. From R-6
Participate in the Rochdale School Games Partnership	Access the partnership by completing signing up form. Use of partnership for competitive events, training for Sports Leaders and the support of developing PE across school.	£750		Access the partnership by completing signing up form. Use of partnership for competitive events, training for Sports Leaders and the support of developing PE across school.
Maintain Gold School Games Award	School Games Award to be continued.		Maintained Gold award.	Maintain Gold or try for Platinum
Report achievements through the use of the school website and Twitter.	Use social media to report regularly about achievements.		Competitions reported on Twitter and newsletter.	Look at putting more on website, events attended, competitions

Use PE board to celebrate sporting achievements.	Use PE email for parents to let us know about children's sporting achievements outside school as well as reporting those in school.		Teams celebrated on PE board. Difficult to keep up with achievements outside school.	entered. Celebrate children's achievements outside school using website.
All staff to wear appropriate PE clothing on PE teaching days.	Staff to wear appropriate clothes on PE days.		Staff now wearing appropriate clothes on PE days.	Continue to monitor staff wearing kit.

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:
Staff to be given opportunities to attend courses to improve their confidence and skills.	Use Real trust and School Games Partnership courses to up skill staff.	£499 – PE passport	Staff given opportunities to attend courses through RBSGP. One TA taken opportunities, taking more interest in swimming and taking children to events.	Train more staff use PE specialist for CPD.
Qualified coaches to teach alongside teachers (Rochdale AFC) to develop knowledge, confidence and skills.	Use RAFC to teach alongside staff who have moved year groups or who are new to school.	£25 x session		
Carry on use of PE Passport	Review curriculum coverage.		Lessons taught and considered quite long, taking more than one lesson.	Spoken to Nick from PE passport and he said lesson plans had been reviewed, going to come in for staff training in new year. Need to look at sticky knowledge for all year groups.

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:
Broad range of clubs offered through outside agencies.	New clubs added to extracurricular programme	Ed start clubs Your trust RAFC – costs Swimming cost - £2040	Variety of clubs and lot of children attended – still tended to be multisport. Trips not booked due to expense.	Need to look at wider variety of sports, alternative sports.
Residential-OAA for KS2 children (Robinwood – 3 days Year 5, Year 4 – forest school day trip) Mindfulness/ Yoga to be offered to classes.	Trip to be booked for KS2 children Speak to Link 4 life, Ed Start.		Yoga classes given during curriculum time. Most year groups	Need to look at providing more OAA opportunities in school. Use maps of school grounds. Look at maintaining this.

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:
Attend as many RBSGP competitions as possible ensuring that all children get the chance to compete	Attend all RBSGP competitions possible.	£750	Children enjoyed competing and taking part in events. Children chosen to compete who wouldn't choose too in B team games, excited to have been chosen.	Need to enter leagues next year. Try to enter more events possibly easier with more staff.
Attend RUSC League competitions	Attend RUSC league	£50	Competed in quite a few events with less teams. Children enjoyed variety of events.	Take part in leagues – football, netball
Increase school intra competitions	Timetable more competitive events within school year.		Sport's days x 6, swimming gala, football, cross-country.	Need to continue to encourage intra competitions between classes.
Leaders to run competitions at break and lunch times.	Upskill leaders in running of intra competitions. Use of Partnership to run leader training. Link 4 life in Year 5.	£200	Leaders have helped with events after school need to look at training children.	Contact RBSGP for training for sports leaders.
Make sure there is some form of intra class competitions in PE lessons	Follow Passport planning to allow competitive events in PE lessons.		Small sided competitions are now a regular part of games lessons.	Continue to monitor competition during lessons.

Signed off by	
Head Teacher:	
Date:	

Subject Leader:	
Date:	
Governor:	
Date:	