

Evidencing the impact of the Primary PE and sport premium

Website Reporting Tool

Revised July 2021



Commissioned by



Department
for Education

Created by



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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](#)



Details with regard to funding

Please complete the table below.

Total amount carried over from 2019/20	£0
Total amount allocated for 2020/21	£7,000
How much (if any) do you intend to carry over from this total fund into 2021/22?	£0
Total amount allocated for 2021/22	£10,000
Total amount of funding for 2021/22. To be spent and reported on by 31st July 2022.	£10,000

Swimming Data

Please report on your Swimming Data below.

<p>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</p>	No Year 6 at present time
<p>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 2021. Please see note above</p>	N/A %
<p>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</p>	N/A %
<p>What percentage of your current Year 6 cohort perform safe self-rescue in different water-based situations?</p>	N/A %
<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/ <u>No</u>

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: 2021/22	Total fund allocated:£9430	Date Updated: 26/7/22		
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:	94.3%
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:	Evidence of impact: what do pupils now know and what can they now do? What has changed?:	
Children’s active play and sportsmanship are guided and supported by adults at break and lunchtimes.	<p>Employ a play leader to support organised games for 5 days a week at break and lunchtimes.</p> <p>Employ specialist sports leaders for 3 days a week to run organised clubs at lunchtimes to develop key sports skills: martial arts and football.</p> <p>Purchase equipment to support organised play: football resources, basketball nets, skipping ropes and create zones in the playground to support management of games.</p>	£9430	<p>All children have access to organised games every day at both break and lunchtime. This has resulted in fewer arguments and accidents as well as increased participation in active and cooperative playtimes.</p> <p>Children in KS1 and KS2 are learning skills of football through well organised skills sessions and matches. Girls and SEND children are particularly well supported by targeted adult guidance in these football sessions.</p> <p>Children in KS1/2 have learnt how the basics of basketball and how to play cooperatively.</p> <p>Children across all year groups have become adept at skipping games and now enjoy leading</p>	<p>Employ a second playleader to support organised games in 2022-23, as the school grows in number. One leader will specialise in playground games and the other will coach and run competitive games.</p> <p>Develop the martial arts activities into a weekly lunchtime club to offer more formalised progress in skills for pupils in KS1 & 2.</p>

			skipping in small groups as well as individually. Children across all year groups have had experience of martial arts at a basic level.	
Key indicator 2: The profile of PESSPA being raised across the school as a tool for whole school improvement				Percentage of total allocation: 0.7%
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?:
Introduce Marathon Kids	Through lessons (led by class teacher) we will introduce Marathon Kids in the summer term 22. Our existing playleader will facilitate this for KS1/2 during break and lunchtimes in summer 2.		£70 for resources	This will provide an introduction to an initiative that we aim to be led by sports leaders (pupils) in 2022-23 In 2022-23 set up a rota for our Year 4 children (oldest in school) to run Marathon Kids for the whole school - this will be our introduction to having sports leaders in school.

Key indicator 3: Increased confidence, knowledge and skills of all staff in teaching PE and sport				Percentage of total allocation: 5%
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:

Invest in high quality PE scheme to develop skills and confidence of teaching staff.	Training and resources provided for all teacher through Jasmine: Real PE. Purchase annual subscription to Jasmine PE. Purchase equipment for PE lessons. Purchase equipment for EYFS PE lessons.	£500	PE lessons are well structured so that pupils are focused on skill progression. Teachers are confident in teaching a range of lessons, with full PE curriculum coverage.	Select one teacher to become PE lead to ensure coverage, skills and progression are monitored and ongoing support and CPLD offered.
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Key indicator 4: Broader experience of a range of sports and activities offered to all pupils

Percentage of total allocation:
0%

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:	Evidence of impact: what do pupils now know and what can they now do? What has changed?:
Physical after school clubs created and subsidised so access to all opportunities are open to all children. Access local opportunities to access a range of sports and compete alongside other children from different schools.	The following clubs have been set up and are run by experts: <ul style="list-style-type: none"> - hip hop dance - football - netball Access to all pupils is ensured by use of a hardship fund, supported by the sports premium. Access the Headington School Sports Days (KS1 and 2) to ensure pupils get access to a range of different sports, led by experts and local sports leaders.	£0 (supported by school funds this year. We will develop this and fund it through sports premium in 22-23)	Pupils have enjoyed having access to new sporting activities. Some parents have reported that they couldn't access these without support. Pupils (will have) had the experience of playing sports alongside children from other schools. Pupils and staff will gain exposure to sports and games they have not come across before that we might then be able to use in our own school.

Key indicator 5: Increased participation in competitive sport				Percentage of total allocation:
				0%
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 best practice: 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:
Playleader and lunchtime/ after school coaches to introduce competitive rules in an age appropriate and organised way.	Playleader to liaise with lunchtime and after school coaches to ensure a joined up approach to age appropriate competitive games.	£0	Pupils are beginning to understand rules and play fairly. Competition is encouraged and sportsmanship celebrated.	<p>Playleader's role to involve actively seeking competitive games with other local schools in the Headington Partnership and RLT.</p> <p>Sporting Values taught in a series of assemblies and successes in sportsmanship celebrated alongside sporting achievements in weekly celebration assembly.</p> <p>A sporting cup/values rosettes to be purchased to raise the profile of this within the school.</p>

Signed off by	
Head Teacher:	Bryony McCraw
Date:	26/7/2022
Subject Leader:	Bryony McCraw
Date:	26/7/2022

Governor:	Michelle Francis
Date:	26/7/22