

# 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/fortherevisedDf](http://gov.uk/fortherevisedDf) guidance including the 5 key indicators across which schools should demonstrate improvement. This document will help you to review your provision and 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 evidence of 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	£10,455
Total amount allocated for 2020/21	£27,205
How much (if any) do you intend to carry over from this total fund into 2021/22?	£
Total amount allocated for 2021/22	£16,750
Total amount of funding for 2021/22. To be spent and reported on by 31st July 2022.	£

### 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 2020.

Please see note above

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

**What percentage of your current Year 6 cohort perform safe self-rescue in different water-based situations?**

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?



## 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: 16, 750	Date Updated: 6.4.22	Percentage of total allocation:	
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			%	
Intent	Implementation	Funding allocated:	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:		Evidence of impact: what do pupils now know and what can they now do? What has changed?:	Sustainability and suggested next steps:
To ensure that all children have access to PE and physical activity in school and are supported in their development.	EYFS children are receiving 1x explicitly taught PE lesson a week using our Real PE scheme. They have access to outdoor provisions throughout the day with balance bikes, scooters, climbing equipment and outdoor PE resources. The children go outside during the day for at least 30-minute sessions often guided by adults and supported in their physical development (not including lunch time outside play). All children are assessed in this area against the Development Matters Standards- pupil progress meetings to ensure that we are supporting the children during each step of their development.	Real PE subscription- £495	In PE lessons, the children are learning to work more collaborative with each other and understand the importance of PE. From observations, the children are interacting more in the lessons and are focusing more on the lesson objectives.	Carry on using the sports coach for KS1 children to develop the children further. This is enabling the children to have different opportunities in PE and provides them with areas of sports that they might not have done before.
Focusing on mental health and wellbeing on all children through PE and Sport related activities within school.		Sports coach- £3500	All children are talking part in Physical activities during the week. Often, many of the lessons that are taught across the curriculum have an element of physicality to them- enabling the children to be active throughout the day even if they do not have timetabled PE sessions.	Keep the lessons fun and engaging for all of the children to encourage positive mental wellbeing and promote happy, healthy children. Carry on with Real PE and use this to support the children in all areas of their development.
	All KS1 children are receiving 2x PE lessons per week. This is either with their own teacher or with a specialist PE coach. During the week, the children are using Real PE for their lessons,	Fine motor skills boxes for all classes- £549.95	We have resources a fine motor skills box for all of the classes and all of the children. This is to promote the children's fine motor skills and aid the	Complete a range of observations on PE lessons to monitor the engagement levels of the children. Pupil voice audit to see the different opinions that the children

	supporting not only their physical development but their social, emotional and mental wellbeing.  During the week, the children have regular Gonoodle and Yoga sessions in their own classes. This is to support their mental wellbeing and physical development.  Football is run on a Monday after school and we have a multisports club on a Wednesday and Thursday lunchtime.	progression in this area. Each class teacher will have a box and will use this to support the children as they wish- during intervention times, during morning work, out during continuous provision...	Having the sand pits will give the children chance to work on their gross and fine motor skills whilst they are outside. This will encourage the children to have more active involvement in their learning and aid in different curriculum areas.	have on PE.  Real PE- implemented and working throughout school. Regular PE lessons using Real PE taught by all staff.  After talking to staff, it was clear that having sand pits and giving more emphasis on outdoor learning/playing/involvement was crucial for the children. We decided that having sand pits for the children would allow them to enjoy being active whilst also progressing in their fine and gross motor skills.
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:
Working to develop after school curricular activities in PE and sport- September 2021 (after COVID restrictions).	Regular updates on newsletter and Class Dojo about activities related to PE and Sport at Ashbrook. When any activities happen at school, these will be updated on Class Dojo to showcase what the children have been learning.	Specialist PE coach- £3500- same as previous allocation.	Real Play to promote play along with PE activities for children at home and at school.  Active English and Maths to ensure that fitness, movement and PE is part of the whole school and used throughout the curriculum.	Continue with PE coach to offer extra and additional sessions to pupil premium children- raising the profile.
Develop PE notice board in school so that when parents are allowed back to school, we can share and explore PE further.	Update PE board in school to showcase in school and out of school PE and Sports.		PE coach offered to all KS1 children during lessons- giving children a chance to complete activities and topics that they might not have done	Real Play implemented at home- details sent to parents to engage and give them chance to join in with continued learning from school.
Offering after school and lunchtime clubs to all children throughout school.	PE specialist coach working with KS1 children one afternoon a week. Football			PE is shared throughout school- more updates from lessons and

	after school club and lunchtime multi-sports club offered to all children.  Pupil premium KS1 lunchtime club-offered to KS1 pupil premium children.		before.  Clubs offered to children and parents to give the children a chance to achieve and progress in interests. Uptake for the after school curricular activities is good and children from all different classes and year groups attend. Promotes children working collaboratively with older and younger children.  Parents are notified with anything that changes or is happening via Class Dojo. Each class has their individual page and we have a whole school page.	activities for parents to keep them in the loop of what the children are learning in PE.
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**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:
Teachers and support staff confident when teaching PE and physical activities.	Real PE sessions taught throughout the whole school (EYFS- KS1).	Real PE subscription- £495- same as previous allocation.	All classes are using Real PE in school (EYFS- KS1). After discussions with teachers, monitoring, lesson observations and pupil voice, it is clear that teachers are confident when teaching using Real PE and are ensuring that they are using it to the full potential. When discussing Real PE and how it is supporting the teachers, it is clear that it gives secure and informative	More use of extended Real subscriptions. We now subscribe to the whole site and this needs to be further rolled out to the whole school.
Teachers and support staff know the next steps for the children and how to progress the children further.	Observations and discussions with teachers on a regular basis about PE lessons. Discussions about how it is going and what we need to work on further.			Staff questionnaire to get the most recent ideas from the staff about PE and how they
Use Real PE to promote fitness, social and emotional skills as well as				

collaborative and independent learning.	Assessment of children in PE to see where they are achieving and where more progress needs to happen.  Staff meeting with all staff to discuss Real PE and the implementation of it throughout school.  PE lead at school to observe, monitor and evaluate the effectiveness of PE in school and how to support teachers in their delivery. Subject report written for subject to evaluate the successfulness and support the progress of the children.		instructions for the lessons as well as aiding demonstrations and showing the children and adults exactly what they need to do to hit the objective.  All teachers have had training on Real PE and how to use it. When the subject leader training had occurred, all teachers were then given updated information and training on using the scheme.	can supported further.
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**Key indicator 4:** Broader experience of a range of sports and activities offered to all pupils

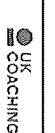
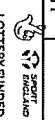
Percentage of total allocation:

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:
Giving children more opportunities within PE and Sports- finding their own way and developing their own love of PE.  Ensuring that there is a love of PE and physical activities throughout school.	After school and lunchtime clubs available to all children- football and multisports.  Pupil premium children taking part in a lunchtime club, taking part in physical activities and sports.  New equipment in school to give children a chance to do thing they might not have done before- javelin	Specialist PE coach- £3500- same as previous allocation.  Real PE/gym/play subscription-£495- same as previous allocation  New equipment for	The children are excited to join in with PE and sport related activities. They are given opportunities to develop a love for PE and physical activities without always doing sport and sport related games.  New equipment has been introduced to the whole school to give children opportunity to find their own passion and join in with something they might not have seen before.	Pupil voice to see if the children want something different in PE. Give the children a chance to give their opinions about the lessons and if there is anything they would like to add or change.  More enrichment days for the children to show them the diversity and range of

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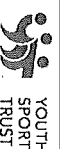
	equipment, quidditch equipment, gross motor river stones...	PE and sports in school- £8854.53	activities that are classed as sports.
	Whole school Arts Week with a theme of Winter Olympics.	Dance workshop- £599	Winter Olympics gave children a chance to see lots of sports that they had not seen before. Discussions with the children about how the sports are played and how they are won. Watching the Olympics gave children chance to see the importance of enjoying PE and sport in school and what could happen if they pursue it as a career.
	Dance teacher specialist into school to teach the children a dance.	Stickfit workshop- £429	
	Healthy Living Week throughout the whole school- focusing on different aspects of our bodies and keeping them healthy.	Joint sports day- £150	Dance specialist in school to teach the children based on a theme- during Healthy Living Week. Gave children a chance to see a different side to sports and physical activity.
	Sports week during Summer 2 WC 13.6.22- children to participate in a range of different sports and activities during this week. During this week, the children will be participating in a range of different workshops and activities to showcase the range of PE and Sports activities that are available but are different than things they might have experienced before.	Circus skills- £599 Queens Jubilee Dance workshop- £599	Healthy Living Week gave the children a chance to focus on their mental health and wellbeing rather than physical. It gave children a chance to see how to be healthy throughout their whole body as apposed to just exercise and sport.  Completing all of the workshops will give the children a chance to be able to experience activities, sports and active sessions that they might not have experienced before.



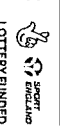
Key indicator 5: Increased participation in competitive sport					Percentage of total allocation:
					%
Intent	Implementation	Funding	Impact		
Your school focus should be clear what you want the pupils to know and be able to do and about what they need to learn and to consolidate through practice:	Make sure your actions to achieve are linked to your intentions:	allocated:	Evidence of impact: what do pupils now know and what can they now do? What has changed?:	Sustainability and suggested next steps:	
Whole school sports day to happen in Summer 2.	Whole school sports day to happen in Summer 2. Children to have a chance at completing a range of different sports and activities, competing with each other and other children (older and younger). Involve the juniors in this sports day to give the children chance to work with older children and children who may have more experience with the different activities.	Outdoor play equipment- Specialist PE coach- £3500	The children in classes are giving themselves more chance to work out a personal best. The children are understanding the rules for games more and working out rules for their made-up games- giving themselves rules and ways to win points.	Pupil voice to see how we can improve on giving the children their own challenges and working through to give them their own personal best.	
Bringing in more competitive activities and ideas when the children are independently playing.					
Giving the children chance to have a personal goal and set a personal challenge during physical activities.	When the children are playing outside or during their lessons, challenge the children to have a personal goal to work towards- challenging themselves further during the activities- discussing personal best with the children to give them a chance to work towards something independently.	Joint sports day- £150.	Children are achieving more in the lessons because of wanting to beat their own personal best.		
	Model and encourage the children to work as a team during physical activities and independent sport. Give children the chance to independently be competitive and work out how to beat each other and themselves.				
	Sports week- WC 13.6.22- this will include a joint sports day with the junior school.				

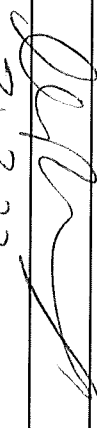

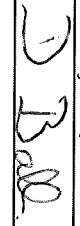
Signed off by

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Head Teacher:	
Date:	31.3.22
Subject Leader:	
Date:	31.3.22
Governor:	D B 
Date:	31.3.22