

# 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](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](#)



Glebeland Community Primary School	
Total amount allocated for 2021/22	£16780 (£6945 Trust pooled funding)
Total amount of funding for 2021/22. To be spent and reported on by 31st July 2022.	£9835 allocated as direct funding to school

Meeting national curriculum requirements for swimming and water safety.	
What percentage of your current Year 6 cohort swim competently, confidently and proficiently over a distance of at least 25 metres? <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.	Swimming data is not available however year 6 cohort accessed swimming in years 3 & 4.
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	Swimming data is not available however year 6 cohort accessed swimming in years 3 & 4.
<b>What percentage of your current Year 6 cohort perform safe self-rescue in different water-based situations?</b>	Swimming data is not available however year 6 cohort accessed swimming in years 3 & 4.
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?	Swimming was planned into the original funding strategy.

## 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:£9835		Date Updated: July 2022	
<p><b>Key indicator 1:</b> 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>					<p>Percentage of total allocation: See CMAT Central PE &amp; Sport Premium Funding</p>
Intent		Implementation		Impact	
<p>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:</p>		<p>Make sure your actions to achieve are linked to your intentions:</p>		<p>Evidence of impact: what do pupils now know and what can they now do? What has changed?:</p>	
<p>- to provide targeted activities or support to involve and encourage the least active children</p> <p>- to encourage active play during break times and lunchtimes</p> <p>establishing, extending or funding attendance of school sports clubs and activities and holiday clubs, or broadening the variety offered</p> <p>- every child should leave primary school able to swim</p>		<p>- football session with football coach offered to all year groups</p> <p>- purchase provide a range of equipment for pupils to access during breaktime</p> <p>- offer sports club as an after school offer from a qualified instructor e.g. dodgeball, multi-sports, tennis</p> <p>- provide additional swimming lessons for younger pupils (covid restrictions to be considered)</p> <p>- UKS2 pupils to be play leaders</p> <p>- supervising staff to provide modelled and supported play activities e.g skipping, hula hoops, basketball/netball,</p> <p>- SEMH TA to provide activities for specific pupil groups.</p>		<p>See CMAT Central PE &amp; Sport premium Funding</p> <p>£3896</p> <p>£839</p>	
				<p>- pupils engaged in additional activities with support from adults.</p> <p>- specific pupils groups are supported by a lead TA and this has led to more pupils engaging in physical activities due to smaller more focussed groups.</p> <p>- boys and girls are engaging in the football sessions, older pupils are encouraged to support younger pupils in their engagements</p> <p>- sports clubs were attending by pupils from YrR to Yr6</p>	
				<p>Schools were still experiencing Covid restrictions and this has impacted on the implementation of swimming, This will be a focus for next academic year.</p> <p>To ensure the highest quality of breaktime and lunchtime provision and activities by becoming an OPAL school.</p> <p>Reintroduce the Golden Mile.</p> <p>Continue support from SEMH TA.</p>	

Key indicator 2: The profile of PESSPA being raised across the school as a tool for whole school improvement				Percentage of total allocation:
				See CMAT Central PE & Sport Premium Funding
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>-to actively encourage pupils to take on leadership or volunteer roles that support the delivery of sport and physical activity within the school (such as 'sports leader' or peer-mentoring schemes)</p> <p>- to embed physical activity into the school day through encouraging active travel to and from school, active break times and holding active lessons and teaching</p> <p>-to improve social skills, behavioural development and academic achievement through access to broadened and improved physical education and activity provision, leading to increased health and well-being of all children.</p>	<p>- UKS2 pupils to be play leaders</p> <p>- outdoor learning embedded as part of the curriculum offer</p> <p>- physical activities and equipment provided during breaktimes with adult support and modelling</p> <p>- football sessions led by a qualified coach</p> <p>- additional sports and play equipment purchased</p>	<p>See CMAT Central PE &amp; Sport premium Funding</p> <p>£1500</p>	<p>- pupils value ODL and learning characteristics are deeply embedded in the curricular offer e.g adaptive, imaginative &amp; creative, independent thinker, determined &amp; resilient, risk-taker, collaborative</p> <p>-Improvements in behaviour following physical activity and engaging lessons</p> <p>-Increased enjoyment and positive attitudes</p> <p>- older pupils engaged in leadership roles.</p> <p>- monitoring demonstrates that more pupils are actively engaged in physical activity during breaks and lunchtimes.</p> <p>- pupils engaged in additional activities with support from adults.</p> <p>- specific pupils groups are supported by a lead TA and this has led to more pupils engaging in physical activities due to smaller more focussed groups.</p>	<p>Schools were still experiencing Covid restrictions and this has impacted on the implementation of bikeability. This will be a focus for next academic year.</p> <p>- further training is required for pupil play leaders. This will be provided by the high-quality training provided through the OPAL programme.</p> <p>- to collect suitable and appropriate equipment to support the implementation of OPAL.</p> <p>Embed the Pi Learning Characteristics into OPAL</p>

<b>Key indicator 3: Increased confidence, knowledge and skills of all staff in teaching PE and sport</b>				Percentage of total allocation:
				See CMAT Central PE & Sport Premium Funding for exact figures)
<b>Intent</b>	<b>Implementation</b>		<b>Impact</b>	
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>- to provide staff with professional development, mentoring, appropriate training and resources to help them teach PE and sport more effectively to all pupils, and embed physical activity across your school</p> <p>- sports coaches and PE specialists to work alongside teachers to enhance or extend current opportunities offered to pupils - teachers should learn from coaches the necessary skills to be able to teach these new sports and physical activities effectively</p>	<p>- purchase of PE curriculum</p> <p>- Staff working alongside qualified sports coaches</p> <p>- sport coaches provide additional sporting opportunities e.g football, dodgeball, tennis, multi-skills (Premier Education)</p> <p>- Central PE Service Staffing – Head of Service – PE</p> <p>- Head of Service PE – offer expertise, consultation, signposting, strategic planning, quality assurances, lesson observations and PE audits.</p>	<p>See CMAT Central PE &amp; Sport premium Funding</p> <p>£520</p> <p>£1400</p> <p>£1680</p>	<p>- PE provision is varied and offers a wide range of skills and knowledge ensuring progression across the age ranges.</p> <p>- Staff have a quality curriculum from which to teach and have access to training and support as required.</p> <p>- trained PE staff have supported and enhanced the sports &amp; PE provisions across the age range.</p> <p>- pupils have been taught by a qualified tennis coach.</p>	<p>- PE HLTA to support staff development across Borders Partnership</p> <p>- continue with PE curriculum provision</p>
<b>Key indicator 4: Broader experience of a range of sports and activities offered to all pupils</b>				Percentage of total allocation:
				See CMAT Central PE & Sport Premium Funding for exact figures)

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:
<ul style="list-style-type: none"> <li>- introduce a new range of sports and physical activities to encourage more pupils to take up sport and physical activities</li> <li>- partner with other schools to run sports and physical activities and clubs</li> <li>- provide more and broadening the variety of extracurricular physical activities after school in the 3.30 to 5pm window, delivered by the school or other local sports organisations</li> </ul>	<ul style="list-style-type: none"> <li>- qualified sports coaches provide additional sporting activities e.g. football, dodgeball, tennis, multi-skills, fielding sports</li> <li>- sports focussed after school clubs</li> <li>- purchase new equipment to broaden range of sports offered</li> </ul>	<p>See CMAT Central PE &amp; Sport premium Funding</p> <p>included in external provider expenditure Key indicator 1</p>	<ul style="list-style-type: none"> <li>- pupils across the primary phase engaged in sporting activities and club offer</li> <li>- pupils who engaged in the activities positively participated</li> </ul>	<ul style="list-style-type: none"> <li>- continue to explore a wider range of sporting offers and provisions</li> </ul>



Key indicator 5: Increased participation in competitive sport			Percentage of total allocation: See CMAT Central PE & Sport Premium Funding for exact figures)	
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:
- organise more sport competitions or tournaments within the school coordinating and entering more sport competitions or tournaments across the local area, including those run by sporting organisations (Covid restriction permitting)	- sports days - support pupils to engage in sports outside of school hours	See CMAT Central PE & Sport premium Funding  Pooled funding to provide transport	-in school competitive sports offered - tennis, football, dodgeball	Schools were still experiencing Covid restrictions and this has impacted on the implementation of inter-school competitions. This will be a focus for next academic year. - identify a sports lead to organise hub and local competitions

Signed off by	
Head Teacher:	L.Scott
Date:	July 2022
Subject Leader:	
Date:	
Governor:	
Date:	