

# 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 our 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 governance 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

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 we should use the Primary PE and sport premium to:

- develop or add to the PESSPA activities that our school already offers
- 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.

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.**



## Details with regard to funding

Please complete the table below.

|   |        |
|---|--------|
| Total amount carried over from 2019/20  | £0     |
| Total amount allocated for 2020/21  | £17083 |
| How much (if any) do you intend to carry over from this total fund into 2021/22?    | £12666 |
| Total amount allocated for 2021/22  | £17077 |
| Total amount of funding for 2021/22. To be spent and reported on by 31st July 2022. | £29743 |

## 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><b>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</b></p> | 32% |
| <p>What percentage of your current Year 6 cohort swim competently, confidently and proficiently over a distance of at least 25 metres?</p> <p><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 2020.</p> <p>Please see note above</p>   | 32% |
| <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>   | 32% |
| <p><b>What percentage of your current Year 6 cohort perform safe self-rescue in different water-based situations?</b></p>   | 32% |
| <p>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?</p>  | 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: 2021-22   |  | Total fund allocated: £29743 |                            | Date Updated: 9.2.22  |                                 |
|--|--|------------------------------|----------------------------|---|---------------------------------|
| <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 |  |                              |                            |   | Percentage of total allocation: |
|  |  |                              |                            |   | 58.2%                           |
| 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?:<br>To be RAGged at the end of the year.  |                                 |
| Increase the range of sports experienced by the pupils and ensure an effective skills progression is applied.  | Purchase and implement the 'Complete PE' Package   |                              | $£105 \div 2 = £52.50$     | Pupils have experienced a wider range of sports and are building effectively on previously learned skills.  |                                 |
| Raise standards in PE by improving feedback to pupils through the use of digital technology.   | Purchase and use iPads and charging storage to: <ul style="list-style-type: none"> <li>share best practice/observe 'experts'</li> <li>record performances and play back in slow motion to facilitate the performer recognising errors in technique and thus to improve.</li> <li>facilitate pupils in measuring their performances and trying to improve a personal best.</li> </ul> |                              | $£11926 \div 3 = £3975.33$ | <ul style="list-style-type: none"> <li>Pupils are aware of what expert performance to aspire to.</li> <li>Pupils are able to evaluate and improve their own performances.</li> <li>Pupils are able to challenge themselves to achieve better performances.</li> </ul> |                                 |

|   |   |                       |   |  |
|---|---|-----------------------|---|--|
| Increase participation in regular physical activity outdoors  | <ul style="list-style-type: none"> <li>Develop access to the field all year and outdoor activities that are attractive to a wider range of pupils e.g. curriculum-linked outdoor activities, gardening, forest school type activities.</li> </ul>                                       | £13289.01             | <ul style="list-style-type: none"> <li>Improvement in children's social and emotional needs alongside their coordination, strength and fitness.</li> </ul>  |  |
| Continue to build on procedures in place to increase activity at play times.  | <ul style="list-style-type: none"> <li>Continue to develop the use of 'Club Leaders' (older pupils leading breaktime play activities).</li> </ul>   | £0                    | <ul style="list-style-type: none"> <li>All children take part in activity that raises their heart rate at least twice a day.</li> <li>Children enjoy and are active during their play times.</li> <li>Healthy, fit children are ready to learn in the classroom.</li> </ul> |  |
| <b>Key indicator 2: The profile of PESSPA being raised across the school as a tool for whole school improvement</b>   |   |                       |   | Percentage of total allocation:          |
|   |   |                       |   | 13.3%                                    |
| <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?:<br>To be RAGged at the end of the year.  | Sustainability and suggested next steps: |
| Raise standards in PE by improving feedback to pupils through the use of digital technology.  | Purchase and use iPads and charging storage to: <ul style="list-style-type: none"> <li>Share best practice/observe 'experts'.</li> <li>Increase opportunities for reflective tasks.</li> <li>Maximise time for physical activity within PE.</li> <li>Celebrate achievements.</li> </ul> | £11926 ÷ 3 = £3975.33 | The use of digital technology motivates children to participate in PE.<br><br>Digital skills learnt in PE e.g. research for excellence, close observation and evaluation, are transferred to other areas of the school curriculum.  |  |

|  |  |    |  |  |
|--|--|----|--|--|
| Continue to develop the celebration of school teams' performances, to promote activities led by breaktime Club Leaders and introduce a Daily Mile. | Ensure that participation in PESSPA is celebrated in assembly, in the school newsletter and on the school Facebook site. | £0 | All children are keen to participate in PESSPA activities. |  |
|--|--|----|--|--|

| Key indicator 3: Increased confidence, knowledge and skills of all staff in teaching PE and sport   |   |                            |   | Percentage of total allocation:          |
|---|---|----------------------------|---|--|
|   |   |                            |   | 13.6%                                    |
| 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?:<br>To be RAGged at the end of the year.  | Sustainability and suggested next steps: |
| Raise standards in PE by improving feedback to pupils through the use of digital technology.  | Create and implement guidelines on the most effective ways to use iPads in PE. (This must not be at the expense of physical activity).<br><br>Purchase and use iPads and charging storage to: <ul style="list-style-type: none"> <li>Observe excellent practice as part of CPD.</li> <li>Increase opportunities for reflective tasks.</li> <li>Maximise time for physical activity within PE.</li> <li>Collect evidence for assessment e.g. before and after teaching.</li> </ul> | $£11926 \div 3 = £3975.33$ | Non-specialist staff are more confident and competent in teaching a wider range of aspects of PE.<br><br>A bank of annotated digital resources is available to support teachers in planning their PE lessons. |  |

|   |  |                      |  |  |
|---|--|----------------------|--|--|
| Support non-specialist staff in planning effective sequences of lessons in PE.  | Purchase and implement the 'Complete PE' Package   | £105 ÷ 2 =<br>£52.50 | Staff are more competent and confident in teaching PE.   |  |
| Provide access to good quality teacher resources for teaching PE.   | Register on the 'School Games' website.  | £11                  | Teachers are using the 'School Games' website to support their effective delivery of the PE curriculum.                              |  |
| <b>Key indicator 4: Broader experience of a range of sports and activities offered to all pupils</b>  |  |                      |  | Percentage of total allocation:<br>6.7%  |
| <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?:<br>To be RAGged at the end of the year.     | Sustainability and suggested next steps: |
| Y6 pupils will learn to cycle safely on the road  | Take part in Bikeability training.   | £400                 | Y6 pupils are safer when cycling on the road.  |  |
| Y6 pupils will be offered 'extension' swimming sessions (beyond the standard offer in place for Y2).  | <ul style="list-style-type: none"> <li>Pupils who are not yet able to swim 25m will learn to do so.</li> <li>Other pupils will learn water safety techniques.</li> </ul> | £1000                | Y6 pupils are safer when playing near water.   |  |
| Extend the range of activities available to pupils by purchasing specialist equipment.  | <ul style="list-style-type: none"> <li>Purchase and use a springboard.</li> <li>Purchase and use hockey sticks.</li> </ul>   | £500<br>£100         | <ul style="list-style-type: none"> <li>Attainment in gymnastics is raised.</li> <li>Participation in hockey is increased.</li> </ul> |  |

| Key indicator 5: Increased participation in competitive sport   |  |                    |  | Percentage of total allocation:          |
|---|--|--------------------|--|--|
|   |  |                    |  | 8.1%                                     |
| 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?:<br>To be RAGged at the end of the year. | Sustainability and suggested next steps: |
| All children will participate in competitive sport.   | <ul style="list-style-type: none"> <li>Organise competitive sporting events within the school e.g. Sports Day, football tournaments.</li> <li>Access the Weald Family Sports Festivals.</li> </ul> | £2412              | All children will participate in competitive sport during their time at Barns Green Primary.                                     |  |

|                 |                |
|-----------------|----------------|
| Signed off by   |                |
| Head Teacher:   | Tracey Newbold |
| Date:           | 31.3.22        |
| Subject Leader: | Tracey Newbold |
| Date:           | 31.3.22        |
| Governor:       | Dawn Martin    |
| Date:           | 31.3.22        |