

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](#).



Details with regard to funding

Please complete the table below.

Total amount carried over from 2019/20	£0
Total amount allocated for 2020/21	£17866
How much (if any) do you intend to carry over from this total fund into 2021/22?	£0
Total amount allocated for 2021/22	£17870
Total amount of funding for 2021/22. To be spent and reported on by 31st July 2022.	£17541

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 2020.</p> <p>Please see note above</p>	54%
<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>	54%
<p>What percentage of your current Year 6 cohort perform safe self-rescue in different water-based situations?</p>	5%
<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>	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: 2021/2022	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: £4000	Evidence of impact: what do pupils now know and what can they now do? What has changed?:	Sustainability and suggested next steps:
Our intent is to build children’s knowledge base through high levels of purposeful activity and active coaching. We are invested in developing emotional behaviours and thinking skills in every lesson. Our rich, cohesively planned curriculum , flows intrinsically alongside our values based learning; helping children to manage pressure; teaching the significance of teamwork and collaboration; learning from failure and turning mistakes into ambition .	We follow the FUNS program through REAL PE which shows the progression of Fundamental Movement Skills by Year group. FUNS forms a central spine throughout our PE coverage. Includes physical challenges organised into stations and progressive coloured levels, covering a range of balance, coordination and agility areas and enables assessment and monitoring progress.	£4300	The environment is safe and creates opportunities to learn and maximise social development. Children are fully involved all of the time. Children develop personal, social, creative, thinking and physical skills Children feel they are making progress and getting satisfaction	Real PE at home is embedded and children enjoy using it at home – positive feedback from children and families shows this. Improve the health and wellbeing of our school. Achieve Health School status. SPAG skipping challenge embedded into school life – fundamental skill and personal challenge.
Active travel to school.	Physically active breakfast club.		There is evidence of differentiation, particularly for G and T or EAL pupils. Quality of education.	
Structured lunchtime and breaktime play.	Active travel to school through L2 Bikeability, Learning-to-ride scheme and balance bikeability.		Develop an inclusive PE curriculum aligned with School Games offer and raise profile	
Playground leaders supporting activity with their peers.	Playground and astro-turf is structured into activities and zones			

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<p>Support parents to achieve an extra 30 active minutes with their children beyond the school day.</p>	<p>with active activities which are facilitated with grown-ups.</p> <p>Wellbeing Warriors are in place to promote activity and wellbeing strategies.</p> <p>Trained lunchtime supervisors supervising activities.</p> <p>Physically active after-school clubs.</p> <p>REAL PE at home follows the pathway of childrens fundamental skills ladder in school. All families have access to the system and are signposted each term through home learning.</p>		<p>across the whole school. Ensure that points raised through School Games audit are successfully addressed and prioritised.</p> <p>Participation in national events and initiatives.</p> <p>Resources supporting delivery of activities in a range of sport and games.</p> <p>10+ children accessing sensory circuits every week. Staff invested in the concept, Several staff feeling competent and confident in delivery.</p> <p>Develop fundamental skills throughout the key stages.</p> <p>Children travel safely and confidently on bikes and have a skill for life.</p> <p>Children understand mindfulness and are equipped with strategies and knowledge to take responsibility for wellbeing – children respect themselves and wellness.</p>	
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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: £3000	Evidence of impact: what do pupils now know and what can they now do? What has changed?:	Sustainability and suggested next steps:
<p>Ensure PE is completed each week and is highly active with minimum teacher talk.</p> <p>Class teachers will use flashbacks, brain dumps and progress pauses to recap the learning process and again aid sticky learning.</p> <p>Reflect and review – flashbacks to previous learning and opportunities to reflect in each PE lesson.</p> <p>Rich and broad completion calendar – opportunities for both KS1 and KS2.</p> <p>Finalised version of the non-core assessment documents.</p> <p>High quality teaching and learning in PE.</p> <p>PE teaching enables the development of life skills that are transferred to other curriculum areas, wider school and beyond.</p> <p>School Games recognition for PE and</p>	<p>High quality teaching and learning in PE is characterised by a broad, holistic approach where the aim is to develop the ‘whole child’.</p> <p>Children supported to improve individually – each child progressing from their own starting point and challenged.</p> <p>We follow a clear learning journey which develops a range of personal, social, physical, health & fitness, cognitive and creative abilities.</p> <p>Be active in the lesson yourself and specific in use of language and subject knowledge.</p> <p>Move around groups to question and coach.</p> <p>PE teaching aids fine and gross motor skills development through the fundamental skills ladder.</p> <p>PE and school sport visible in the school through assemblies, sports week, notice boards, social media,</p>	£3100	<p>Children are aware of where their learning is at and are mindful of what comes next and to develop.</p> <p>Children maintain good levels of physical fitness and mental well-being.</p> <p>Children engaging with families and homes become an environment for fun and engaging activities.</p> <p>All children are motivated for PE days and engaged in lessons.</p> <p>By the end of the year – the children will know more and remember more.</p>	<p>CPD to support staff delivery, subject knowledge and understanding of the skills ladder will be taking place May 26th staff meeting.</p> <p>This was prompted after previous monitoring task – including staff questionnaires.</p> <p>Resources match and suit the intended outcomes of the lesson.</p> <p>Health School status criteria linked to the new 2020 statutory Relationships, Relationships & Sex and Health Education guidance.</p>

the impact it has on school priorities, values and vision.	school website, school newsletter and sporting star award.			
PE and school sport visible in the school.				

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: £3500	Evidence of impact: what do pupils now know and what can they now do? What has changed?:
All teachers receive appropriate professional development in PE. Teachers able to confidently plan, teach and assess National Curriculum PE. Children attainment in PE improved. All staff understand the concept of physical literacy, ensuring a positive experience for children. PE improves physical, technical, tactical and mental understanding of a range of sports. PE lessons and teaching develops wider life skills such as communication, teamwork, fair play	Sport coaching in school built on the principles of physical literacy to ensure a positive experience for children. Sports leader has worked with staff delivering PE to prepare for learning goals and themes; how to transition amongst activities; what, when and why; resourcing and confidence building. REAL PE development day – REAL PE trainer delivered PE sessions for year group; Sports Leader and staff able to observe, discuss and cross-reference against scheme. Children accessing sensory circuits	£3620	Staff are knowledgeable about why we have chosen the scheme and can articulate its benefits for our children. All staff teaching PE are trained and confident – lessons are high quality and monitoring shows this (drop ins, pupil voice etc). Children can articulate their learning and next steps linked to the fundamental skills ladder. Children using google classroom on a regular basis to access sport padlets and links to exercise. Whole school staff promoting exercise and healthy habits through
			Sustainability and suggested next steps: Each year group to commit a member of staff to teach half-term of PE. This would be with a view of building staff confidence, longevity of high quality PE provision. Sports Leader to be part of these sessions to build confidence and ensure this is a high quality CPD opportunity.

and leadership. PE and after-school clubs enhance participation pathways for children into local community clubs.	every week. Staff invested in the concept. Several staff feeling competent and confident in delivery.		conversation with children and positive praise. When challenged children will be able to discuss their activity at home and the reasons why it is so important.	
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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: £4000	Evidence of impact: what do pupils now know and what can they now do? What has changed?:	Sustainability and suggested next steps:
Sports and activities within our curriculum are broad and balanced. A combination on individual and team activities; gymnastics, dance, swimming and games. Children encouraged to be independent, to coach and officiate their peers. Children offered an exciting, varied and new range of activities. Beyond the PE National Curriculum our physical activity includes hula-hooping, skipping, yoga and mindfulness. Children participate in School Games and other National Governing Body	Partnerships with School Games; Youth Sport Trust; Lincoln City Foundation; YMCA; Lincoln Kickboxing Association. Lincoln City Gymnastics club; we have forged a successful link which has included seven sport scholarship places with the club along with two days of experience activities for the whole school. Lincoln Rugby Club – working with the club and three other schools developing the Lincoln Schools Rugby Hub which has seen children take part in several competitions focusing on embellishing a love of rugby and	£3910	St Peter at Gowts, have achieved the School Games Gold Mark Award for the 2021/22 academic year. All Children engaged in PE. Positive behaviour management – rewards of dojos, stickers and silver/gold. Values incredibly well understood and articulated by all (SIAMS) Repitition of subject specific vocabulary to consolidate language. Energy – children work hard and are physically tired.	Expand relationship with Lincoln City Gymnastics through an award to the Club from the school in recognition of their support. Next year, looking to expand scholarship places and invite the club into school for possible extra-curricular provision. Further develop relationship with LCFC Foundation to embed community sports opportunities along with Bishop King primary school and in addition, working with them to offer football development opportunities for both our boys and girls.

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<p>recognised versions of sports that are stage and age appropriate for example High 5 netball.</p>	<p>developing fundamental skills and understanding of the sport.</p>		<p>Specifically, tailored opportunities and competitions created to address gaps in physical literacy.</p> <p>14 sports based after-school sports clubs. 67% attending after-school sports clubs with 254 places taken up each week.</p>	
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Key indicator 5: Increased participation in competitive sport				Percentage of total allocation:
				%
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>Funding allocated: £3300</p>	<p>Evidence of impact: what do pupils now know and what can they now do? What has changed?:</p>	<p>Sustainability and suggested next steps:</p>
<p>Children are motivated, competent and confident at the centre of competition.</p> <p>Staff, volunteers and external agencies are appropriately trained and display behaviours reflective of the nature of competition.</p> <p>Environment is safe and creates opportunities to learn and maximise social development.</p> <p>Facilities, resources and the environment created for competition allow children to feel motivated, confident and competent in the format of the competition.</p>	<p>Focus on the process rather than the outcome.</p> <p>Subject leader understands who their less active children are, and had a well-structured scheme to increase their participation through links with LCFC Foundation – Resilience Rocks and Social Collaboration groups ran through Summer term.</p> <p>The sport offer at the school outlines how children can officiate and take responsibility in both curriculum and extra-curricular activity.</p> <p>In addition to this, the school engages well with the wider school community through Twitter, weekly newsletters and celebration assemblies which included School Games awards.</p> <p>The school has good links with local coaches and clubs, and also has a good relationship with the</p>	<p>£2611</p>	<p>The school has a wide range of sports on offer (12 at Intra-school and 12 at Inter-School) alongside a wide range of personal challenges. The school also had 3 B teams in Inter-school competitions.</p> <p>The extracurricular activity is very high due to the range of clubs on offer. The structure of the Intra-competitions is very good, and designed to lead into inter competitions.</p> <p>School Sports Week and after-school clubs used to providers/taster sessions have a pathway attached to it for children to follow.</p> <p>Children who show strengths in different sporting areas have the opportunity across school to attend a range of competitions and development days. Some specifically tailored opportunities</p>	<p>Expand relationship with Lincoln City Gymnastics through an award to the Club from the school in recognition of their support. Next year, looking to expand scholarship places and invite the club into school for possible extra-curricular provision.</p> <p>Further develop relationship with LCFC Foundation to embed community sports opportunities along with Bishop King primary school and in addition, working with them to offer football development opportunities for both our boys and girls.</p>

	School Games Organiser.		and competitions are created to attract less active children to participate in physical activity with their positive 'yes you can!' attitude.	
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Signed off by	
Head Teacher:	
Date:	
Subject Leader:	
Date:	
Governor:	
Date:	