

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](#).

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Details with regard to funding

Please complete the table below.

Total amount carried over from 2019/20	£0
Total amount allocated for 2020/21	£ 17 090
How much (if any) do you intend to carry over from this total fund into 2021/22?	£ 7415
Total amount allocated for 2021/22	£ 17050
Total amount of funding for 2021/22. To be spent and reported on by 31st July 2022.	£24465

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>	49%
<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>	0%
<p>What percentage of your current Year 6 cohort perform safe self-rescue in different water-based situations?</p>	98%
<p>Schools can choose to use the Primary PE and sport premium to provide additional provision for swimming but this must be for an 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: 2020/21	Total fund allocated:	Date Updated:		
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				Percentage of total allocation: 5.78%
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"> To offer cycling for all pupils to access and develop their cycling skills. To promote cycling as an activity that can be undertaken outside of school to enhance life skills and road safety awareness. To promote exercise and healthy living to pupils of all primary ages and stages. To enable more staff to lead cycling, so that more classes have access outside of PE Enrichment lessons. All staff leading cycling need to be qualified to ensure pupils are supported safely. 	<ul style="list-style-type: none"> Purchase of 4 large Tricycles. Purchase of 5 balance bikes. Offer the Bikeability course to staff. 	£0 £988.76	The tricycles were purchased using funding raised by an associate of the school. The balance bikes have been successful in developing cycling, assisting pupils in the transition between balance and independent cycling. With these bikes and the Bikeability course run by Take Pride, 13 pupils reached level 1 (15 of which were non-riders at the start of the course) 13 pupils reached participation level. Two additional staff members were trained in the process and now deliver cycling to their respective classes.	To deliver cycling lessons to all classes across primary and purchase further bikes to support the growth of the sport. Once restrictions ease staff will be able deliver to more classes in the summer terms. Parents were informed of their achievements and encouraged to cycle with their child outside of school.
Key indicator 2: The profile of PESSPA being raised across the school as a tool for whole school improvement				Percentage of total allocation: 0%
Intent	Implementation		Impact	

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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"> To embed the Sherborne Development Movement To promote and support resilience and wellbeing for the pupils at Ifield. Create movement experiences that are fundamental to the development of all pupils. 	<ul style="list-style-type: none"> Sherborne Development Movement training for staff interested in promoting movement development across the school. 	£0	<p>19 staff were trained to deliver Sherborne Development Movement. Sherborne is used as a class activity daily and in PE lessons which have occasionally been led by Teaching Assistant's due to COVID-19 restrictions. Trained staff know and understand Sherborne and are able to deliver with confidence.</p>	Hold another training day to allow more staff to deliver Sherborne Development Movement with confidence, so it is used and embedded across the school.

Key indicator 3: Increased confidence, knowledge and skills of all staff in teaching PE and sport				Percentage of total allocation:
				2.87%
Intent	Implementation	Funding allocated:	Evidence of impact: what do pupils now know and what can they now do? What has changed?	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?	Sustainability and suggested next steps:
<ul style="list-style-type: none"> To provide opportunities for movement, therapeutic exercise and recreation for pupils across the whole spectrum of special needs. To increase staff confidence in delivering PE during COVID-19 and support PE lessons effectively. To teach or lead overall delivery of PE and to lead Sports Clubs. To improve staff confidence and 	<ul style="list-style-type: none"> Staff to access PESS course, a recognised PE qualification. Staff to complete Rebound Therapy training to enhance exercise and movement opportunities for pupils. 	£0 £490	<p>This course did not take place due to COVID-19 restrictions.</p> <p>Rebound Therapy has become a widely used approach to trampoline lessons and benefits a high number of pupils across the school.</p>	When the course is offered again staff will be identified to ensure the sustainability and continuation of teaching in PE and sport. At present, the programme is used in PE lessons and PE Enrichment but the PE department are exploring ways to extend its use as a therapy for individual pupils.

ensure they are qualified to lead Rebound Therapy sessions.				
Key indicator 4: Broader experience of a range of sports and activities offered to all pupils				Percentage of total allocation:
				35.66%
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>Additional achievements:</p> <ul style="list-style-type: none"> To deliver Archery to more pupils within the primary department. To use outside agencies to deliver high quality PE. Provide a whole school impact to plan inter and intra competitions to enhance pupils' social skills and team work opportunities. Increase opportunities for health and wellbeing of pupils. Provide further sports links with the community to enable pupils to access a number of sports within the community. 	<ul style="list-style-type: none"> Staff member to train as an archery instructor. Employ an outside coach from Charlton athletic to enhance football across the school as well as health and wellbeing opportunities. Use MEAPA Gymnastics centre to provide high quality gymnastics to the pupils in an appropriate gymnastic setting. 	<p>£0</p> <p>£3000</p> <p>£3096</p>	<p>There are two archery teachers in the school which provides more opportunities to a larger number of pupils.</p> <p>Our Coach is a much-valued member of staff who leads PE lessons. He raises the profile of football and his versatile approach allows other curriculum areas to be covered within his lessons.</p> <p>Four classes are able to access sport via the community. Pupils develop their gymnastic skills in an environment appropriate to the sport, which provides equipment and expert coaches to develop to the best of their ability.</p> <p>Pupils to access the community to the gym and experience activities which are accessed in club gymnastics.</p>	<p>Once COVID-19 restrictions lift, more classes will be able to access the sport more regularly.</p> <p>Once COVID-19 restrictions lift lunchtime football club will resume creating a good football team to take to competition.</p> <p>This is an ongoing programme that primary classes will continue to access in the future.</p>

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 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 develop accessible sports for pupils with all needs to be able to greater access and compete both inter and intra. The sport is a great leveller where pupils finding other sports more challenging can compete with their peers.</p> <p>To develop Boccia across the school, as it can be accessible in a range of spaces, such as sports hall, classroom or main hall.</p>	<p>Provide staff with Boccia training in order to develop the sport across the school.</p> <p>Host a Boccia competition at Ifield.</p> <p>Take part in Boccia competitions across the county.</p> <p>Take Part in the Kent Schools Disability Games.</p>	£0	<p>This course was cancelled due to COVID-19 restrictions.</p>	<p>When another course is planned, it will be offered to staff.</p> <p>Boccia Club will be established once COVID-19 restrictions lift.</p>

Signed by	
Head Teacher:	
Date:	
Subject Leader:	
Date:	
Governor:	
Date:	