

Evidencing the impact of the Primary PE and sport premium

Website Reporting Tool

Revised July 2021



Commissioned by



Department
for Education

Created by



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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 2020/21	£0
Total amount allocated for 2021/22	£19230
How much (if any) do you intend to carry over from this total fund into 2022/23	£0
Total amount allocated for 2022/23	£19150
Total amount of funding for 2022/23. To be spent and reported on by 31st July 2023.	£19150

Swimming Data

Meeting national curriculum requirements for swimming and water safety.

<p>What percentage of your current Year 6 cohort swim competently, confidently and proficiently over a distance of at least 25 metres?</p> <p>What percentage of your current Year 6 cohort swim competently, confidently and proficiently over a distance of at least 10 metres?</p> <p>What percentage of your current Year 6 cohort swim competently, confidently and proficiently over a distance of at least 5 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 2022.</p>	<p>30%</p> <p>50%</p> <p>90%</p>
<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>	<p>Yes- extra intensive swimming in KS2</p>

Academic Year: 2021/22		Total fund allocated:		Date Updated: Autumn 2022	
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		Impact	
Regular curriculum overview. Buying new resources and equipment. Adding new activities and schemes of work. Playground Development. Including projects and purchase of equipment and games All children are dressed appropriately to enable full participation in PE lessons.		To give the children the opportunity to challenge themselves, and work as an individual or part of a team. To explore how to use equipment they may not have seen or used before. Children come to school dressed in PE kits on the days that they have PE.		A greater knowledge of a wider range of sports. Children are more active during lunchtime and gain more confidence. They engage with children from different age groups and classes. All families are aware of the appropriate PE kit and all children throughout the school are dressed appropriately. Children are not excluded from PE due to not having the correct kit.	
Create a sports council. High levels of positive behaviour and activity at lunchtimes, children working in teams and encouraging others to participate. Continue to make parents and carers aware of the appropriate PE kit: website, newsletters and PE slips sent home.					
Key indicator 2: The profile of PESSPA being raised across the school as a tool for whole school improvement					
Intent		Implementation		Impact	
Develop a wider range of clubs and opportunities for children to participate in extracurricular activities.		Provide children with the chance to enrich their knowledge of a variety of sporting activities. To create more links with outside clubs and teams. Educating children about the importance of healthy eating and active life styles.		Increased participation in clubs encouraging children to be more active, and interested in joining clubs out of the school environment. Children become healthier, fitter and more knowledgeable about themselves.	
The chance to be our sportsperson of the year. Children become more aware of the importance of health and wellbeing. School records will show increased participation in clubs.					

Key indicator 3: Increased confidence, knowledge and skills of all staff in teaching PE and sport

Intent	Implementation	Impact	
There are skilled PE specialists to lead outdoor/indoor PE and share feedback and information.	To continuously improve the quality of teaching, to provide good and outstanding lessons. CPD for P.E specialists to continue professional development training.	Outcomes and impact monitored regularly. Showing better subject knowledge. Continuing to introduce new subjects on to the curriculum.	Planning and lesson observations. Regular meetings with QE leaders to keep everything updated.

Key indicator 4: Broader experience of a range of sports and activities offered to all pupils

Intent	Implementation	Impact	
Regular curriculum overview. The playground environment is attractive and promotes physical activity.	To give children the opportunity to experience new games and activities. Give children the opportunity to invent their own games and put them in to practice. Consider financial support for more vulnerable children and families. Target key children to access clubs.	A greater knowledge of a wider range of sports. Clubs are well attended. Raised self-esteem and confidence of a target group of inactive children, leading to increased participation.	Children inventing new games to play. Lunch time leaders teaching younger children different games. Continue to develop a wide range of clubs available to children across the school. School records will show increased participation in clubs.

Key indicator 5: Increased participation in competitive sport

Intent	Implementation	Impact	
Develop a wider range of clubs and opportunities for children to participate in extracurricular activities.travel expenses for participation in school and LA events, festivals and tournaments.	To create more links with outside clubs and teams. Displays in and around the school to promote the importance of physical activity.	More children wanting to represent their school. Children are proud to wear their school emblem when visiting different venues with the school. Increased sense of identity for Gilbert Colvin Primary School in the local area.	Improved results in school competitions. More opportunities to represent the School. Promote and celebrate our achievements on the school website and via newsletters.