

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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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 report your spend. DfE encourage 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](#).

Created by:

Active Partnerships
Partnership for Physical Education

Supported by:



Details with regard to funding

Please complete the table below.

Total amount carried over from 2019/20	£31,784
Total amount allocated for 2020/21	£17,110
How much (if any) do you intend to carry over from this total fund into 2021/22?	£46,233
Total amount allocated for 2021/22	£17,110
Total amount of funding for 2021/22. To be spent and reported on by 31st July 2022	£63,343 (£32,900 remaining Sept 21)

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: £32,900 available Sept 21	Date Updated: September 2021		Percentage of total allocation: 6% £2,000
Key Indicator 1: The engagement of all 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	Funding allocated:	Impact	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: • Every teacher will ensure active exercise opportunities every day. • All pupils will take part in 10 minute cardiovascular activity bursts every day.	Make sure your actions to achieve are linked to your intentions: ○ Continue daily 'Coalway Blast' (exercise burst sessions) using Go Noodle. ○ Weekly Mile established (establish 2x 30 mins slots daily to enable any class to use the track during PE days) ○ Identify target children within each year group to monitor each term – Set a track target & record progress September (baseline), T2, T4 & T6 ○ Continue active PE day for every class once per week (+3hrs core PE)	£0	Evidence of impact: what do pupils now know and what can they now do? What has changed?: ○ All pupils will take part in a minimum of 10 minutes cardiovascular activity every day. ○ Improved fitness & energy levels, stamina and emotional wellbeing. ○ Targeted pupils will improve fitness (progress scores) ○ Lifelong participation in physical activity will be encouraged for all; health outcomes will be improved ○ Enjoyment and engagement levels high; positive pupil feedback	Regular celebration of achievements & regular promotion of being active. ○ Continued regular promotion of Daily Blast & 'Go Noodle' use for parents to complete at home with their children.

- Continue to promote higher levels of directed active play at break times. - Staff to focus on ensuring active play in each of the new playground zones and re-establish zone use (N.B. regular re-timetabling may be required due to COVID restrictions).	- Re-establish playground zones (playtime area organisation & use of each area) – track, trim trail/climbing area, dance area on stage, games zone. - Provide staff with additional games area ideas. Staff trained in possible uses of each zone. - Establish Y2 Active Playground Leaders & activities. Train ‘Play Leaders’ to lead active play at playtimes and/or demonstrate play in each playground zone.	Resource costs: Playtime organisation board £100 Helmets £300 Storage for outdoor equipment (barrier storage £1453, OD learning included in K1 3) @£2,000 Total	- The new zoned playground areas are in full use. - Pupils will access higher quality, motivating, more diverse activities in each zone. - More active pupils evident; pupils challenged to practice skills. - An improved bank and range of resources will be in regular use. - Trim trail & track will be used throughout the day for physical activity. Core strength, co-ordination and balance will be developed. - Staff will be more confident & capable of motivating & challenging all children to be more active at playtimes and in a wider range of activities.	- Ongoing update of playground equipment will be required annually due to wear and tear; resources to be updated annually. - Regular CPD with staff to ‘refresh’ ideas - Regular monitoring & feedback opportunities to be incorporated – staff & pupils
All Year 2 children to be given access to an active after school Sports Club.	- Re-establish Y2 after school Sports Club when COVID restrictions allow—use pupil voice to influence choice of activities - Monitor attendance and engagement: Register of numbers of children attending each session	£0	20 pupil spaces for after school Sports Club will be available each term. Sports club attendance will be at capacity. - A high number of targeted children (PP& other) will attend the club.	

	(identify children that need targeting).				
Key indicator 2: The profile of PESSPA being raised across the school as a tool for whole school improvement					
Intent	Implementation	Funding allocated:	Impact	Percentage of total allocation:	
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: Continue to constantly promote the importance of physical activity in all School Values, Mental Health/wellbeing & Healthy Schools work and initiatives, and the key life skills PE promotes.	Make sure your actions to achieve are linked to your intentions: - Constantly promote the value of PE in wellbeing and values work; all staff - Establish Class & School celebration boards to share pupil achievements and raise awareness of key skills developed through PE. Central display area to be created to motivate & inspire all. - Continue to share achievements & promote PE through Coalway Kids News, home learning, website, assemblies, etc. - Develop a Coalway cartoon character to promote all PE activity: Swifty Squirrel - Award certificates in celebration assembly once per term (for effort & skill) - Regularly update the PE website page to promote physical activity.	£1200 total Cost of central display board; £250 Staff PE clothing; £500 Non-contact each term for PE subject leader; £450 total	Evidence of impact: what do pupils now know and what can they now do? What has changed?: - Children's wellbeing impacted positively. Self-esteem, confidence, motivation, enjoyment, resilience, perseverance, team work & aspirations are raised as a result of regular physical activity and celebration/sharing of PE profile. - Children are able to identify the benefits of regular physical activity. - Pupil voice and attainment records demonstrate improved skills. - Parents more aware of the value of PE and the key skills it promotes. - Displays will raise the profile of PE. - Children's achievements will be regularly celebrated.	Sustainability and suggested next steps: - Continue all successful initiatives. - Regular promotion and review. - Regular (once per term) non-contact time built in for Subject Lead to review provision & update website/plans	4% £1,200

	Continue to promote the value of physical and sport activities out of school/at home	The importance of adult role modelling promoted with all staff. Class boards to include adults' out of school (OOS) physical activity, staff to wear Sports clothing on PE days.			- Parents will be aware of activities available within the local area - Families & children are motivated to take part in OOS activities - PE challenges evidence high levels of engagement & enjoyment - Children are aware of other families OOS sporting activities and local/famous sportspeople; aspirations raised; value of PE promoted	- Regular promotion and review of local opportunities. - Regular (once per term) non-contact time built in for Subject Lead to update website/develop plans
		- Develop the PE website page to promote physical activity at home and in the local area. Add 'This is PE' lessons for parents. - Promote physical activities available within the local area – use of forest, park runs, club details/contacts. - Develop PE challenges for families using the local area. One per term? - Promote 'Walk to School Week'. Reward children & parents, provide a family walk on the school track - Celebrate OOS physical activity in school via central display board - Promote local/famous sports people as role models	£0 (non-contact included above) Reward costs minimal			

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

Percentage of total allocation:

33% £10,800

Intent	Implementation		Impact	
Your school focus should be clear what you want the pupils to know and be able to do and about	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	Sustainability and suggested next steps:

what they need to learn and to consolidate through practice:				changed?:	
To continue to improve staff knowledge and expertise in the planning, teaching and assessment of PE by providing high quality support and CPD from the PE Subject Leader		- Establish an annual plan of Team teaching/observation opportunities for the PE Lead and all Teaching staff. - PE subject Leader to teach agreed lessons with all Teachers, demonstrating and role modelling 'good practice' elements. - Staff to complete annual Staff Questionnaire; PE lead to plan CPD/'upskill' teachers according to outcomes. - Update schemes & programmes of work accordingly in response to team teaching sessions and questionnaire results. - Develop a CPD plan for the following academic year (2022-23). - Undertake a review of current PE assessment practices will all Teachers, provide training for staff & monitor revised decisions. - Source & provide TA CPD on use of the playground games zone (linked to Get Set 4 PE activities). - Establish a staff PE reference board in the Hall – good practice pointers.	£5,805 total Non-contact costs: SL 3 days per term £2,700. CT's 3 days each over the year £2,700	- Increased confidence, knowledge and skills of staff evident. - Staff using key elements of good PE teaching in their practice. - Pupils will receive high quality PE teaching. - Staff CPD programme established for 2022-23; priorities per Teacher. - Specific aspects of schemes of work reviewed (only if the need arises) - PE assessment practices are revised, clear and in use successfully across all year groups. - Pupil outcomes demonstrate good progress. - Staff PE board in place & in use. - Increased skills and confidence evident in TA direction of the games zone area at playtimes. - Bank of ideas improved. - All staff present as positive role models to pupils. - Subject Leader kept abreast of current developments/practice in	

Support PE Subject Leader in their key role – further develop leadership capacity, knowledge and skills	- Re-establish staff as positive PE role models – PE kits to be worn, staff sharing their physical activities from home (class boards) - Continue membership of AfPE & YST to source advice, CPD, support and key guidance - PE subject Leader to attend annual South West PE Conference to keep up to date with best practice	- AfPE subscription £95 - Annual Fortius Conference & non-contact cost £310	- PE. Subject leader is supported and able to confidently undertake leadership tasks, providing high quality advice and positive role modelling to Teaching staff. - Membership of professional organisations established. - Subject Lead attends external CPD. - Actions on Sports Premium Plan are completed. PE provision will be improved.	
Develop outdoor learning and Forest School outdoor learning opportunities across all age groups	- Establish a designated Forest School area in the school grounds - Source outdoor learning professional(s) to help the establishment/use of new outdoor learning area - Designated staff to complete Forest Schools CPD (Levels 1-3 available) - Disseminate/provide CPD for all staff re. Forest Schools/Outdoor learning/delivery of scheme activities. - Establish an outdoor learning Scheme/programmes of work for each year group	- Forest School L3 CPD cost £895 & non-contact (5 days) £750 - Forest School L1 CPD cost £200 & £150 non-contact cost - In-Service/staff meeting costs £0 - Forest School resources/Outdoor equipment, clothing &	- Children have access to planned, motivating outdoor learning activities every week. - Children are able to regularly experience quality learning within the natural environment. - Staff knowledge, skills and confidence in the delivery of outdoor learning is improved. - Designated staff are trained in Forest School delivery; in school experts available to support other staff. - An outdoor learning programme of activities is	- A second year of CPD and external support are anticipated to ensure staff skills are embedded sufficiently. - Costs to maintain the Forest School area every term need to be built into the plan

	- Resource the scheme of work & outdoor area. Source grants. - Source external qualified professionals. Timetable sessions with each class each term to undertake OD learning activities with the children & provide CPD for staff (linked to scheme of work)	storage/area establishment £3,000 Forest School area maintenance costs not included Cost of external qualified professionals unknown – sessions per term/cost to review area/provide CPD/develop OD area plans. Costs included in K1 4.	established & in use. Children demonstrate improved skills, confidence and knowledge.	
Key indicator 4: Broader experience of a range of sports and activities offered to all pupils				
Intent	Implementation	Impact	Percentage of total allocation: 57% £18,900	
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:

• All pupils will be offered and experience a broader range of sports and physical activities	○ Devise an annual plan, identifying particular new activities for each year group to experience (SL) ○ <u>Outdoor learning</u>: each class to have a trained visitor each term to undertake O/D learning activities with the children (linked to new scheme of work) ○ <u>EYFS</u> to re-introduce <u>Balanceability</u> programme of work to improve pupils' physical literacy. Termly plan established, use of Balanceability resource pack, bikes, scooters & helmets. ○ <u>Y1&2</u> to complete basic skills lessons for <u>scootering</u> ○ All children to experience <u>walking</u> in the local area (forest trails, railway tracks, river walks) ○ Consider possible <u>cycle trail</u> activity for Y2? Hire bikes? ○ Children to take part in a cross-country run ○ <u>Y2</u> children given opportunity to take part in 10-week <u>swimming</u> lessons. All children to complete water safety awareness lessons	£ Cost of O/D learning professional detailed in KI 3 Purchase additional bike/scooter helmets – costed in KI 1 Total funding to spend on a range of activities and Transport costs to activities in the local area: £5,000 total ((Cost cycle trail activity/ bikes, Local trail costs e.g. Gruffalo trail)) Subsidised cost of swimming lessons	○ Children will experience sports/physical activities they have not tried before. ○ All children will experience activities within the local area, developing an enjoyment of exploring the Forest. ○ Children will be given the opportunity to excel in different ways, developing a lifelong love of physical exercise. ○ Pupils self-esteem, confidence & enthusiasm will increase as a result of involvement in sport activities. A deeper enjoyment of a range of sports will be developed. Children will be inspired to become more engaged in a healthy, active lifestyle and take part.	
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	- Target particular children for inclusion in some activities (Pupil Premium/inactive children) - Source external, local, 'new' experiences for pupils from parent survey findings (details below) - Survey Y2 pupils and source sessions according to children's interests			
The physical environment will be further improved to better support outdoor learning and extend & improve our physical activity offer even further	- Establish a Forest Schools/outdoor learning designated area (see K1 3) - Develop physical activity opportunities within the EYFS outdoor learning area even further – organisation & resourcing - Consider sourcing a tyre park and climbing tower (with slide) to improve physical activity opportunities at playtimes	Forest School costs detailed in K1 3 EYFS resource costs – use funding from main budget Tyre park or climbing tower – up to £13,900 SP funding available	- All children will have regular access to a high quality learning environment with challenging physical activities, so that they can continually practice and develop their physical literacy skills. - Forest School area, tyre park/climbing tower are in place & regular use. - A broader range of experiences is on offer to pupils.	
To signpost families to a broader range of sporting activities and experiences within the local area.	- Survey parents about their child's out of school physical activity/clubs - Share outdoor opportunities available in the local area with all parents – develop school website page, promote	Cost of external providers included in section above Signposting & website no additional cost	- Parents will be aware of a broader range of activities available locally. - Families will choose to experience sports/physical activities they have not tried before within the local area, developing an enjoyment of exploring the	Sourcing external providers/opportunities for our age range has proved a difficulty historically. Surveying parents and signposting to activities may lead to additional contacts for school/ take up of out

	different opportunities during the year Source external, local, 'new' experiences for pupils from the survey findings (include in annual plan). Source taster sessions to take place in school/local area.		Forest. Lifelong enjoyment of physical activity will be fostered.	of school activities for pupils.
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Key Indicator 5: Increased participation in competitive sport					Percentage of total allocation:
					0%
Intent	Implementation		Impact	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: Opportunities to set personal challenges are introduced and promoted; Self-competition	Make sure your actions to achieve are linked to your intentions: - Personal challenges to be established for the track e.g. completing a lap in X minutes (target time given to each year group) - Introduce timed challenges during playtimes/PE lessons/after school club - Source/make own online competition like 'Quad Kids' – 6 activities for children to improve within	Funding allocated: £0	Evidence of impact: what do pupils now know and what can they now do? What has changed?: - Children will demonstrate a greater desire for challenge within their physical activity. Personal and peer-to-peer challenges will be more evident. - Improved times in timed challenges will be evident; stamina & skills improved. - By the end of Key Stage 1 all children will be able to run 5 times around the track within 7 minutes.	Sourcing competition opportunities outside of school for our age group has proved problematic. Continue to explore ways of giving children the chance to take part in activities with other local schools/ compete against other schools but <u>focus this year on Self –competition opportunities</u>	

Signed off by	
Head Teacher:	F. Hamilton
Date:	October 2021
Subject Leader:	M. Hook
Date:	October 2021
Governor:	K. Turner
Date:	October 2021

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