

# 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](http://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	£17,690
How much (if any) do you intend to carry over from this total fund into 2021/22?	£0
Total amount allocated for 2021/22	£17,690
Total amount of funding for 2021/22. To be spent and reported on by 31st July 2022.	£17,690

## 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>	30%
<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>	30%
<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>	30%
<p><b>What percentage of your current Year 6 cohort perform safe self-rescue in different water-based situations?</b></p>	30%
<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: 2020/21	Total fund allocated:	Date Updated:			
<p><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</p>			Percentage of total allocation: 57%		
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?:	
<p>Play Leaders to be able to lead games during breaks.*</p> <p>Sport clubs to be available for all ages and abilities.</p> <p>Pupils to be able to attend competitions and be able to compete against children their own age.</p> <p>Run-a-mile to be embedded throughout the school.</p> <p>*Subject to change due to Covid-19</p> <p>A drive on change for life for Years 5 and 6</p>	<ul style="list-style-type: none"> <li>- Play leaders will be trained by the sports coach so they are confident at planning, organising and running physical activities for children across the school. PE leader will then monitor the quality and variety of the sessions.</li> <li>- Sports coach will organise a variety of activities for children to take part in at lunchtimes, one lunch time per class. Coaching opportunities with one class each day will also take place.</li> <li>- A variety of after school clubs will be offered to all children free of charge. The sports coach will lead these. PE leader will monitor the uptake of these and target groups of children when necessary.</li> </ul>		<p>Lunch Provision £5,700</p> <p>After school provision £ 4,375</p>	<p>Evidence of impact: what do pupils now know and what can they now do? What has changed?:</p> <p>Pupils now know how to lead group activities for others.</p> <p>Pupils also know that they can attend sports clubs regardless of age or ability.</p> <p>Pupils can now compete against other schools and use their new-found skills to compete effectively against other schools.</p> <p>Increased range of after school clubs and increased participation (registers and pupil questionnaires)</p> <p>Evidence: 305 participants attended an After-School Club, which is an increase on last year by 117 children*</p> <p>Games run by TAs and Sports</p>	<p>Sustainability and suggested next steps:</p> <p>-Y5/6 children to receive Play Leaders training for them to be able to help lead games throughout the lunchtimes.</p> <p>-Monitor termly overviews for after school clubs (to link with school games) to ensure participation of all abilities, ages and gender.</p> <p>-Continue to provide a wide range of activities for all to play during lunch.</p> <p>-Continue to offer the 'Change for Life' club to children disengaged in Years Five and Six.</p> <p>-Continue to participate in the 'Run-a-mile' campaign for all ages.</p>

		<p>Leader(s) are running at capacity.</p> <p>See table below for activities provided for all children.</p> <p>Sports coach ran inter-school competition as well as out of school competitions for Years 5 and 6. One student said, "I really enjoyed going to different places competing against other schools."</p> <p>What has changed?</p> <p>More pupils can participate in a competitive environment effectively. The pupils have an understanding of what it is like to communicate, respect others and be responsible for their own actions.</p> <p>Sports coach ran inter-school competition for Years 5 and 6. One student said, "It was great to see children of all abilities taking part in competitions".</p> <p>What has changed?</p> <p>More pupils can participate in a competitive environment effectively. The pupils have an understanding of what it is like to communicate, respect others and be responsible for their own actions.</p> <p>The pupils can now compete effectively in individual or group</p>	<p>- increase the amount of sports leaders across all year groups.</p>
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			activities, building on their independence and resilience.	
<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: 57%
<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?:	Sustainability and suggested next steps:
<p>Raise the profile of PE and sport by engaging and inspiring more pupils across the school to participate and realise the importance of a healthy, active lifestyle.</p> <p>To be able to compete and enjoy competitions with other pupils their age.</p> <p>To improve and consolidate skills in order to engage all children of all ages and abilities.</p> <p>*Subject to change due to Covid-19</p>	<ul style="list-style-type: none"> <li>- Sports coach employed to help develop the skills and strengths of the children.</li> <li>- Sporting achievements in and out of school to be shared in Assemblies and on display boards.</li> <li>- A broad range of lunch and after school clubs* to be offered to engage as many children as possible.</li> <li>- PE leader to monitor the engagement of pupils and target disengaged pupils.</li> </ul> <p>Pupil voice interviews to be carried out and activities amended to reflect children's interests.</p>	<p>Sports coach fees are outlined above</p>	<p>Increased range of after school clubs and increased participation (registers and pupil questionnaires) 305 participants attended an After-School Club throughout the year in a variety of sports.</p> <p>Increased participation (class discussions) through discussions with staff to accommodate as many children as possible by offering a wide range of sport.</p> <p>Achievements from competitions shared with children in Assemblies, social media displayed on PE board and trophies on show in school cabinet.</p> <p>We have taken part in a total of 35 competitions</p>	<ul style="list-style-type: none"> <li>- A wide range of clubs to be planned to offer opportunities for all interests.</li> <li>- A range of pupils from different backgrounds regularly taking part in physical activity and competitions.</li> <li>- PE leader to have an understanding of the strengths and quality of teaching across the school.</li> <li>- PE leader to continue to work with teachers to promote attendance of after school clubs' competitions to ensure all places are filled.</li> <li>- Continue to promote participation of events through Assemblies, display and social media.</li> </ul>



Key indicator 3: Increased confidence, knowledge and skills of all staff in teaching PE and sport				Percentage of total allocation:
				43%
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:
Increased quality in physical education across key stage 1 and 2 to ensure pupils and staff and confident and competent. The confidence, knowledge and skills of the staff will give the pupils confidence and knowledge that they can build on through their school journey and be able to play and compete successfully with other peers of their age.	<ul style="list-style-type: none"> <li>- Sports coach to work alongside all class teachers to help build confidence and ability.</li> <li>- Sports coaches to provide lesson plans for the lessons they support.</li> <li>- PE leader to regularly monitor the quality of teaching and learning in all PE lessons.</li> <li>- PE subject leader to meet with a broad range of pupils to talk about their PE lessons and to ascertain their knowledge and understanding of the subject.</li> <li>- Run-a-mile to be embedded in order for the school to be able to monitor children's fitness and well-being.</li> <li>- Use of the PE Hub to aid and delivering lessons.</li> </ul>	<p>Sports coach PE lessons (Additional Lessons due to Covid 8 lessons)</p> <p>£7,090</p> <p>PE Hub Planning Subscription</p> <p>£525</p>	<p>Pupils now know a range of skills that they did not know before as the lesson plans have planned in a learning journey where skills are built on throughout the pupil's time at Nonsuch.</p> <p>Pupils now know a range of sporting activities such as: tag-rugby, football, handball, netball, cricket, rounders and athletics as well as gymnastics and dance.</p> <p>Additional resources have been sourced to provide further knowledge to staff to improve skills within the lessons.</p> <p>Through informal observations and conversations, the lack of disengaged children in classes had dropped in lessons.</p> <p>Teachers received CPD once a week from Sports Coach to increase confidence, knowledge and skills.</p> <p>PE Hub has developed the confidence</p>	<p>-PE leader to have an understanding of the strengths and quality of teaching across the school through questioning.</p> <p>-Teaching staff to become more confident and able to deliver whole class PE lessons through resources provided and through CPD. Therefore, children's knowledge will improve and children will become more confident in competing in games.</p> <p>-Tangible resources to be provided to help teaching staff have the confidence to teach and having the correct resources to teach the children with.</p> <p>-Monitor lessons for quality of teaching</p> <p>-PowerPoints, display cards and vocabulary to be provided to staff to confidently provide good teaching lessons.</p> <p>-Clear Learning Objectives provided for children and staff to follow.</p> <p>-Progression document provided for staff so children can</p>

			of staff and helped support the structure of lessons.  A child in Year 5 said, "I enjoy all the different warm ups that we do."	build on their skills and knowledge in each physical area. - Vocabulary placed on display to broaden children's knowledge of PE specific words.
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**Key indicator 4: Broader experience of a range of sports and activities offered to all pupils** Percentage of total allocation:  
57%

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> <p>A broad range of activities will be offered to all children across the school to improve participation and engagement in sport for all pupils, regardless of interest.</p> <p>To build upon our school life skills in order to represent themselves well when playing against other schools, particularly: independence, challenge, resilience and curiosity.</p> <p>To use the skills taught in PE lessons and after-school clubs to use in sporting games against other schools.</p> <p>*Subject to change due to Covid-19</p> <p>To create a list of local clubs that children can attend to further their love for sport</p>	<ul style="list-style-type: none"> <li>- Sports coach employed to plan and lead a variety of clubs, free of charge, across the school. *</li> <li>- PE leader to liaise with SGO to ensure where possible clubs link to competitions.*</li> <li>- Sports coach employed to lead and organise activities at lunchtimes.</li> </ul> <p>Children to be reminded that the life skills in sports should be shown but can also be transferred into the classroom.</p>	<p>See lunch and after school provisions costing above</p>	<p>305 participants attended an After-School Club.</p> <p>Competitions have been hosted this year for all to access. We have attended 35 after school competitions</p> <p>Pupils are becoming role models to the school by showing their Life Skills when participating against other schools. A quote from our Sports Coach – "They have shown lots of teamwork, togetherness and resilience. It has been great this year. They have taken onboard all the new skills and applying them into game scenarios"</p>	<p>Sport coach to continue to provide termly plans and activities for after school provision.</p> <p>-Continue to provide a broad range of after-school activities for all abilities</p> <p>-Attend as many SGO activities as possible.</p> <p>-Create a list of local clubs that children can attend to further their love for sport and their skills</p>



and their skills				
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Key indicator 5: Increased participation in competitive sport				Percentage of total allocation:
				43%
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:
Children to increase fine motor skills in games.  Children to enjoy doing sports and to follow up with external clubs  Children to have an increased knowledge of sports	Fine motor skills focus in KS1 through the PE Hub planning.  Classes have experienced Tennis and Cricket at external secondary school.	Sports coach fees are outlined above	The after school club provision has rose to 305 children from 189 children the previous year.  There has been an increase of 32 competitions children have competed in	Continue to build links with external clubs.  Continue using PE Hub planning.  Continue to attend inter-school competitions.

Signed off by	
Head Teacher:	Sally-Ann Roberts
Date:	22.07.2021
Subject Leader:	Mitchell Dunbar
Date:	22.07.2021
Governor:	Margaret Andrew
Date:	15.09.2021