





Evidencing the impact of the Primary PE and sport premium

Website Reporting Tool

Revised July 2021

Commissioned by

Department for Education

Created by

association for Physical Education

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.

Pleasevisitgov.ukfortherevisedDfEguidanceincludingthe5keyindicatorsacrosswhichschoolsshoulddemonstrate animprovement.Thisdocumentwillhelpyoutoreviewyourprovisionandtoreportyourspend.DfEencouragesschools 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: association for Physical Education, Active Partnerships, YOUTH SPORT TRUST

Supported by: SPORT ENGLAND LOTTERY FUNDED, UK COACHING, UK active

Details with regard to funding

Please complete the table below.

Total amount carried over from 2019/20	£
Total amount allocated for 2020/21	£
How much (if any) do you intend to carry over from this total fund into 2021/22?	£6,000
Total amount allocated for 2021/22	£16,690
Total amount of funding for 2021/22. To be spent and reported on by 31st July 2022.	£22,690

Swimming Data

Please report on your Swimming Data below.

Meeting national curriculum requirements for swimming and water safety. 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. **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**	
What percentage of your current Year 6 cohort swim competently, confidently and proficiently over a distance of at least 25 metres? **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. Please see note above	73%
What percentage of your current Year 6 cohort use a range of strokes effectively [for example, front crawl, backstroke and breaststroke]? Please see note above	73%
What percentage of your current Year 6 cohort perform safe self-rescue in different water-based situations?	100%
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?	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.

St Giles CE Primary School

Academic Year: 2020/21	**Total fund allocated:**	**Date Updated:**		
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				Percentage of total allocation: 30%
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 have access to appropriate resources to experience and enjoy PE including outdoor play equipment for lunchtimes. Children in Early Years have the resources they need to support their physical development. Increase fitness levels Opportunities to learn new skills Ensure all equipment is safe for use.	PE and sports equipment provided at playtimes and lunchtimes Sports leaders to organise activities Minimum of 2 hours PE each week for every year group. ROSPA repairs to equipment	£6761	Children are engaged in activities throughout the day and are able to talk about the activities they do in school during PE and playtimes.	Staff trained to support at playtimes Sports leaders trained to engage pupils and develop skills within sports activities.
Key indicator 2: The profile of PESSPA being raised across the school as a tool for whole school improvement				Percentage of total allocation: 17.5%
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:
Physical activities linked to outdoor learning through forest school Children have opportunities to access adventurous sports. Develop children's balance and control through balance ability and bike ability courses	Two members of staff trained to support forest school activities in school. Children in KS 2 visit Lea Green Residential. Balance ability CPD for one member of staff and resources to support implementation in school.	£3957.6	Increased self-esteem among the children. Children able to work cooperatively as a team. Children have increased core strength to support learning, especially handwriting in the classroom. KS2 children completed course.	Resources purchased to support forest school activities. CPD around teaching core subjects outside. Designated time for staff to deliver balance ability throughout the weekly timetable.

Key indicator 3: Increased confidence, knowledge and skills of all staff in teaching PE and sport	Percentage of total allocation:
	27%

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:
Increase skills and opportunities for all pupils especially to try new sporting activities. Children access good quality sports coaching. School staff receive high quality CPD to enhance their teaching of PE.	Qualified sports coaches employed through Premier sports to work with all classes from EY to Year 6. Opportunities for all staff to develop skills around PE.	£6198.33	PE lessons delivered to high standards meeting the needs of the national curriculum. Children make good progress in skill development More children participating in different activities. Increased number of children joining local sports teams and	Develop external links with coaches and local clubs.

			showing an interest to take part in sport outside of school.	
Key indicator 4: Broader experience of a range of sports and activities offered to all pupils				Percentage of total allocation: 14%
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:
Access to extra-curricular clubs deliver a range of opportunities to take part in sporting activities other than PE lessons. After school clubs including external providers.	Children are able to access at least two after school sporting clubs every week throughout the year.	£3099.17	Premier Sports clubs attracted 33% pupils each term.	Further staff development to broaden the range of after school clubs offered. Extend opportunities to try new physical activities in school. Make links with the community to as to be able to offer further sporting opportunities and widen the range of skills on off to the children.

Key indicator 5: Increased participation in competitive sport			Percentage of total allocation:
			9%
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 across the primary age range have access to a comprehensive and regular programme of competitions which enables them to complete against other schools. Opportunities to represent the school on a team. Sports day internal competition	St Giles are part of the Highfield Primary Schools Sports Partnership Programme and the Rural School Sports Partnership.	£2080	Raised self-esteem amongst the children and pride in the school and their achievements. Improved physical fitness and stamina. Range and number of children willing to take part in competitive sporting events.	Review previous events for impact and enjoyment. Review impact on the curriculum.

Signed off by	
Head Teacher:	J Robinson
Date:	23.6.22
Subject Leader:	P Scully
Date:	
Governor:	J Higgs
Date:	23.6.22