

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 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 2024. 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	£18056
How much (if any) do you intend to carry over from this total fund into 2021/22?	£14071
Total amount allocated for 2021/22	£18002
Total amount of funding for 2021/22. To be spent and reported on by 31st July 2022.	£32073

Swimming Data

Please report on your Swimming Data below.

<p>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</p>	
<p>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</p>	81%
<p>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</p>	61%
What percentage of your current Year 6 cohort perform safe self-rescue in different water-based situations?	90%
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?	Yes / 8%

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:	Date Updated: July 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				Percentage Total allocation: 59%
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:
To provide children with active break times and lunch times To implement “structured” break times to increase children’s physical activity	Children to have access to a variety of sports, games and equipment to encourage active playtimes and lunchtimes <ul style="list-style-type: none"> - PE lead release time to work with mid-day supervisors to develop interaction and physical activity - CPD with mid-day supervisors to model sports and games - Vote on sports leaders to lead break time activities Teaching and support staff to model games and activities during break and lunch times Purchase further equipment when necessary to provide opportunities to develop children’s skills in relation to sports and games.	£950 spent on active break time equipment £200 – SL release time £500 CPD Additional MDS , plus additional hours to facilitate active lunchtimes & organise activities & resources: £3950	Improved physical activity and appropriate use of resources through increased participation at play times. Children have increased independence on choosing resources and leading games. Increased participation in a variety of sports and games. Children are developing their experiences of using a variety of equipment.	Active play times will be modelled by subject leader. TA/teachers to encourage sensible use of equipment at break time and model playground games in PE/PSHE lessons ad and when required. Pupil voice questionnaire to discuss activities available at break and lunch times. Mid-day supervisors actively leading lunch time games for children to undertake. Continue to develop Year 5/6 sports leaders to lead activities at break and lunch times Develop the Daily Mile initiative: (Due to extreme levels of staff

To improve pupils' physical confidence and balance	Invest in climbing structures to increase availability of climbing equipment to breaktimes – particularly for KS1.	£13300	Invested & paid for in summer term – to be constructed after 31.7.22	<p>absence, this was not able to be completed this academic year so investment & actions are carried over to the next year.</p> <p>To ensure the daily mile initiative is being provided to support health and well-being</p> <p>Map out 'Golden Mile' track markers and route cards so that Sports leaders can encourage and run their own running club.</p> <p>Children will try and improve distance each week.</p> <p>To ensure staff train KS1 and LKS2 in safe an appropriate use.</p>
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Key indicator 2: The profile of PESSPA being raised across the school as a tool for whole school improvement

Percentage Total allocation: 18%

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:
PE subject leader will work closely with South Cambridgeshire Sports Partnership, alongside professional coach agency staff to improve the quality of PE at FHPS.	<ul style="list-style-type: none"> - Work with the team Partnership - Over and In, professional coach to support for an additional morning per week – team teaching alongside teachers to team teach and model lessons for staff at FHPS. 	<p>£215– membership</p> <p>£3990 additional half</p>	Due to extensive staff absence and these plans were rolled into the next academic year. Subject leader will be able to monitor PE in next academic year and we will be able to provide CPD for all staff in the school	FHPS will Work with Over and In the Sports Partnership for the next academic year. Staff will have had experience and opportunities to team teach with sports specialist. Teachers will have more confidence in delivery of PE Lessons. PE subject leader to to

<p>To provide children with opportunities to participate in school events/competitions in house team groups and competitions organised by MDSA & PE Coach (additional time funded over the lunch break)</p> <p>Encourage children to make healthy lifestyle choices.</p>	<p>- Carry out questionnaire with staff to assess staff confidence in teaching PE.</p> <p>Plan and deliver a range of sporting events throughout the year in school house teams.</p>	<p>day of sports coach</p> <p>Football goals & grass line painting for tournaments £1500</p>	<p>Due to extreme levels of staffing absence, this was not able to go ahead this year. Investment carried over</p> <p>Children will have increased opportunities to take part in a variety of sports.</p> <p>High levels number of children walking, cycling, riding a scooter to school. (see student survey) Children are increasingly aware how to make healthy choices. Maintenance work planned for next academic year.</p>	<p>monitor the PE provision at FHPS & support further improvement</p> <p>Plan and deliver a range of sporting events throughout the year in school house teams.</p> <p>School competitions to be reviewed each year. House teams to be changed to allow new children/cohorts.</p>
	<p>Invest in refurbishment bike storage</p>	<p>£100 paint and caretaker time</p>		

Key indicator 3: Increased confidence, knowledge and skills of all staff in teaching PE and sport					Total allocation: 15%
Intent	Implementation		Impact		
<p>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:</p>	<p>Make sure your actions to achieve are linked to your intentions:</p>	<p>Funding allocated:</p>	<p>Evidence of impact: what do pupils now know and what can they now do? What has changed?:</p>	<p>Sustainability and suggested next steps:</p>	
<p>CPD for teaching and support staff</p>	<p>Teachers and support staff to work alongside South Cambs partnership & PE Coach to develop confidence in delivering and supporting PE</p> <p>See plans in Key indicator 2 – working with coach</p> <p>Subject leader to plan observations and drop ins</p> <p>SLT to observe PE lessons alongside subject</p>	<p>See Key Indicator 2</p> <p>SL class release for monitoring and</p>	<p>Pupil progress in lessons is evident in year end assessment – however this needs SL analysis in the new year to ensure accurate assessments.</p>	<p>Team teaching, opportunities for staff to observe other teachers.</p> <p>Pupil progress in lessons will be evident. Teachers will have further increased confidence in delivering PE.</p>	

Support teachers with planning, to further improve confidence in delivering PE	<p>leader</p> <p>Discussions with children about the perceptions of PE</p> <p>Discussions with school staff and sports specialists about the delivery of PE lessons.</p> <p>Arrange cycle of team teaching – with coach, and other good practitioners in the school</p> <p>Invest in iMoves, and further refreshed equipment stock in order to implement new curriculum and ensure good level of coverage and skills progression from YR to Y6</p>	<p>coaching: £1200 (0.5 day per ½ term)</p> <p>Classroom release cover for joint obs/team teaching with other colleagues: £400</p> <p>iMoves £2400</p> <p>Equipment: £2000</p>	<p>Teachers have increased confidence in delivering PE – however due to extremely high levels of staff absence, the coaching programme did not go ahead.</p> <p>Long term plan evidences progression</p> <p>Next step – PE SL to analyse PE assessment formative and summative data.</p>	<p>Joint planning with teachers – with a focus on increasing outcomes for vulnerable pupils, those unable to fully access PE and increase level of challenge and support further develop skills for those with high level of aptitude for Sports</p>
Key indicator 4: Broader experience of a range of sports and activities offered to all pupils				Total allocation: 0.01%
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:
Offer physical opportunities as part of clubs and enrichment days	Organise for professional sportspeople to come in to school to engage with and support whole school enrichment days/activities	£450	<p>Professional FA football team Coach came into school and supported the deliver of a carousel of activities from EYs to Y6 to engage with. Pupils were, inspired, motivated and encouraged and thoroughly enjoyed the day.</p> <p>To increase enjoyment and enthusiasm for PE and being more active</p>	<p>To develop the availability of clubs available (inc at lunchtime) at FHPS for vulnerable pupils* and to raise the profile of clubs available to children.</p> <p>*Not specifically PP – but vulnerable to not having active/healthy lifestyles and/or unable to access after school</p>

		Promoting healthy lifestyles	sports clubs.
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Key indicator 5: Increased participation in competitive sport				Total allocation: 0.01%
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 be provided with opportunities to take part in local competitions and in school events. They will develop their team working skills.	Provide and plan a range of in school events for house teams – See above	£50 – coloured team bands for house games	<u>Evidence</u> Sports day plan	School to be involved in local sporting competitions to allow children to continue to be involved in competitive sports.
	Increase the competitive events at sports day:		<u>Impact</u> Increased profile of PE across the school	Questionnaire on pupils’ views
	- Additional teacher release time and Sports coach time to set up and organise.	£200	Increased levels of enjoyment and participation of children	
	- water stations provided to ensure safe engagement in Sports day			
	- Certificates & medals	£100		

Signed off by	
Head Teacher:	Richard Martin
Date:	19/7/22
Subject Leader:	Emily Gore-Rowe

Date:	19/7/22
Governor:	Jenny Volp
Date:	21/7/22