

# 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
- ensure that the Primary PE and Sport Premium is not used to fund capital spend projects (the school's budget should fund these)

Please visit [gov.uk](https://www.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](#).







## Funding Details

(Please complete the table below)

Total amount carried over from 2019/20	£ 12953
Total amount allocated for 2020/21	£18150
How much (if any) do you intend to carry over from this total fund into 2021/22?	£9948 MUGA to increase participation
Total amount allocated for 2021/22	£ 18150
Total amount of funding for 2021/22. To be spent and reported on by 31st July 2022.	£11897.54 spent remaining £6252.46 for MUGA

## Swimming Data

(Please report on your swimming data below)

Meeting national curriculum requirements for swimming and water safety.

- 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 meet the first two requirements of the NC PoS fully

What percentage of your current Year 6 cohort swim competently, confidently and proficiently over a distance of at least 25 metres? **66.7%**

- even though 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

What percentage of your current Year 6 cohort use a range of strokes effectively [for example, front crawl, backstroke and breaststroke]? **73.3%**

- please see note above

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? **Yes/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

<b>Academic Year:</b> 2021/22	<b>Total fund allocated:</b>	<b>Date Updated:</b>
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### 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:  
**9% (1620)**

INTENT	IMPLEMENTATION		IMPACT	
<p>Your school focus should be clear about:</p> <ul style="list-style-type: none"> <li>• what you want the pupils to know ;</li> <li>• what the children should be able to do;</li> <li>• what they need to learn; and</li> <li>• how to consolidate through practise</li> </ul>	<ul style="list-style-type: none"> <li>• make sure your actions to achieve are linked to your intentions</li> </ul>	Funding allocated	<p>Evidence of impact:</p> <ul style="list-style-type: none"> <li>• what do pupils now know?</li> <li>• what can they now do?</li> <li>• What has changed?</li> </ul>	Sustainability and suggested next steps:
Develop active classrooms to reduce sedentary time whilst learning	<ul style="list-style-type: none"> <li>• 'Active Maths'</li> <li>• 'Spelling Aerobics'</li> <li>• active brain breaks</li> <li>• outdoor learning/lessons</li> </ul>	£	<ul style="list-style-type: none"> <li>• children are more engaged and look forward to a quick brain break which results in increased activity within lessons</li> <li>• staff are looking actively for the brain breaks in their planning- becoming habitually</li> </ul>	<ul style="list-style-type: none"> <li>• promote active learning across school</li> <li>• outdoor areas are now being improved so outdoor active learning will become a new focus</li> <li>• promote active heat maps and look to include more active travel</li> </ul>
Encourage interest and increase participation within After school activities provided	<ul style="list-style-type: none"> <li>• questionnaires to identify children's interest</li> <li>• SJF School Council involvement with Sports Majors/Leaders</li> <li>• trial/taster sessions provided at lunch by PE TA</li> <li>• 'LINKS' AFSC coaches</li> <li>• SUFC – 'Joy of Moving' project (Y5/Y6)</li> </ul>	£1427.00 £150	<ul style="list-style-type: none"> <li>• improved attendance</li> <li>• more leadership from children</li> <li>• five Y5/6 children have followed the advice of SUFC and joined their football training camps</li> <li>• taster sessions - increased interest</li> <li>• accessing groups/clubs in the wider community - increase the amount of activity children do</li> </ul>	<ul style="list-style-type: none"> <li>• encourage pupil voice and continue to find activities that interest children to encourage ongoing and sustained engagement</li> <li>• consider ways to promote further inter-school competition locally</li> </ul>



Provide a wide range of activities at break and lunchtime to be active and ensure that activities are supported by staff members

- use of PE TA to run lunchtime clubs and AFSC - **ensuring inclusivity**
- development of a **Change 4 Life Club** within school to engage inactive/less active pupils with fun physical activities
- TA staff/lunchtime supervisors to promote/lead activities alongside SJF Sports Majors
- 'Beat your Best!' weekly activities promoted - **on a weekly basis via the SJF website, blog, assemblies/class time**
- Wake Up! Shake Up! - **delivered daily for 5 minutes before school**

43  
Total – 1620

- increased interest in activities, improved beat your best scores,
- more children accessing the MUGA with an adult
- more children arriving earlier to school to participate in Wake up! Shake up!

- more movement as children participate in afternoon sessions and are visibly engaged
- the MUGA enables more children to participate
- moto will still be outside even if the weather is poor
- BYB continues to be highlighted in newsletter, the blog and assemblies
- considering training some lunchtime supervisors to lead and deliver different activities - **using LINKS**

**KEY INDICATOR 2**

The profile of PESSPA being raised across the school as a tool for whole school improvement

Percentage of total allocation:

**21% (3812)**

INTENT	IMPLEMENTATION		IMPACT	
<p>Your school focus should be clear about:</p> <ul style="list-style-type: none"> <li>• what you want the pupils to know ;</li> <li>• what the children should be able to do;</li> <li>• what they need to learn; and</li> <li>• how to consolidate through practise</li> </ul>	<ul style="list-style-type: none"> <li>• make sure your actions to achieve are linked to your intentions</li> </ul>	Funding allocated	<p>Evidence of impact:</p> <ul style="list-style-type: none"> <li>• what do pupils now know?</li> <li>• what can they now do?</li> <li>• What has changed?</li> </ul>	Sustainability and suggested next steps:
children to know what the school values are- linked to the School Games values that have been adopted within the whole school improvement plan.	<ul style="list-style-type: none"> <li>• assemblies</li> <li>• display values - class/around school</li> <li>• weekly newsletters and website</li> <li>• staff adopt vocabulary in all aspects of school life</li> <li>• REAL PE lessons</li> </ul>		Chn adopt school values and demonstrate in all areas of the school curriculum not just PE REAL PE is highlighting this and this supports staff and chn.	<ul style="list-style-type: none"> <li>• when the next set of questionnaires come out, the children will be able to talk with more clarity clearly about the values</li> </ul>
Regular blogging from all year groups linked to physical activities and shared with parents/ carers and the wider community.	<ul style="list-style-type: none"> <li>• school website blog</li> <li>• 'School Games' website blog</li> <li>• Twitter</li> <li>• weekly newsletter</li> <li>• increased blogging - PE TA to lead the SJF Sports Majors, arranging clear blogging and assembly times</li> <li>• Y6 teachers to provide Sports Majors to organise sports and sports values assemblies</li> <li>• Weekly 60 second Beat Your Best challenge (BYB) videoed by Sports Majors and winners from each year group celebrated</li> </ul>	£	<p>Make time for regular blogging for the Sports leaders and PE TA those who complete the BYB challenges are noted and praised by school, parents and carers</p> <p>Children know what the weekly BYB challenges are</p>	<ul style="list-style-type: none"> <li>• to become confident in use of Twitter to share info with our wider community and to</li> <li>• secure evidence needed for Sports Mark, ensuring that FS2 and KS1 children know about BYB challenges – staff to address</li> </ul>
PE lead to provide reports to the Head teacher and link governor, sharing good practice and put plans in place with school governors. PE and school sport stories are shared with parents.	<ul style="list-style-type: none"> <li>• Termly reports to Governors and LMT</li> <li>• ongoing monitoring to assess quality/impact of SJF PE/sport provision and address areas for development</li> <li>• LINKS/SCO/SJF staff meetings</li> </ul>	<p>£190</p> <p>£3,622</p>	New Link Governor LINKS member ship continues to support staff and PE lead as well as organising competitions and physical activity experiences.	<ul style="list-style-type: none"> <li>• establish a relationship with the Link-Governor to cover plans, standards etc.</li> </ul>



### KEY INDICATOR 3

Increased confidence, knowledge and skills of all staff in teaching PE and sport

Percentage of total allocation:

**18% £3284**

INTENT	IMPLEMENTATION	Funding allocated	IMPACT	Sustainability and suggested next steps:
<p>Your school focus should be clear about:</p> <ul style="list-style-type: none"> <li>• what you want the pupils to know ;</li> <li>• what the children should be able to do;</li> <li>• what they need to learn; and</li> <li>• how to consolidate through practise</li> </ul>	<ul style="list-style-type: none"> <li>• make sure your actions to achieve are linked to your intentions</li> </ul>		<p>Evidence of impact:</p> <ul style="list-style-type: none"> <li>• what do pupils now know?</li> <li>• what can they now do?</li> <li>• What has changed?</li> </ul>	
Continuation of using Jasmine for REAL PE , Dance and Gym.	<ul style="list-style-type: none"> <li>• use lesson structure/plans from Jasmine - <i>adapt where necessary</i></li> <li>• use support of our PE TA</li> <li>• create/share posters for staff and pupils to refer to within learning</li> </ul>	£58	<ul style="list-style-type: none"> <li>• staff - accredited refresher training provided by the 'Create' development team around the use of the Jasmine platform and lessons</li> <li>• staff have identified own whole-staff targets to ensure Jasmine is used as intended</li> <li>• children are using vocabulary linked to REAL PE in PE and in cross-curricular ways</li> <li>• children know, and can talk about, what is expected of them</li> </ul>	<ul style="list-style-type: none"> <li>• staff to use the blue trainer on Jasmine to support children so they can coach each other</li> <li>• encourage REAL PE home use for parents</li> </ul>
Assessment of PE using the Jasmine Assessment wheel-increased and improved skill set by chn and staff	<ul style="list-style-type: none"> <li>• training: Assessment Wheel (8-6-22)</li> <li>• use of PE assessment booklets</li> <li>• each class has an 'assessment tablet' - <i>gather photographic evidence</i></li> <li>• completion of the 'Jasmine Assessment Wheel' - <i>children can access assessment too</i></li> </ul>	£545 £870	<ul style="list-style-type: none"> <li>• each class teacher has a tablet now to gather PE assessment evidence, and coaching ideas that children can use during REAL PE sessions.</li> </ul>	<ul style="list-style-type: none"> <li>• baseline assessments need to be done in the first two weeks of Autumn</li> <li>• assessments done at x3 APs with other assessments</li> </ul>
Using LINKS to support staff with areas of the curriculum for PE they need support with.	<ul style="list-style-type: none"> <li>• audit staff confidence in different areas of PE</li> <li>• regular communication with LINKS to arrange single lessons or blocks of lessons to support staff</li> </ul>	£1811	<ul style="list-style-type: none"> <li>• Staff feel skilled up and are keen to continue the supportive relationship with LINKS</li> </ul>	<ul style="list-style-type: none"> <li>• use of Sports Premium to cover LINKS levy for next two years</li> <li>• continue building on relationships between LINKS and support staff</li> </ul>



**KEY INDICATOR 4**

Broader experience of a range of sports and activities offered to all pupils

Percentage of total allocation:

13% 2288.18

INTENT	IMPLEMENTATION		IMPACT	
<p>Your school focus should be clear about:</p> <ul style="list-style-type: none"> <li>• what you want the pupils to know ;</li> <li>• what the children should be able to do;</li> <li>• what they need to learn; and</li> <li>• how to consolidate through practise</li> </ul>	<ul style="list-style-type: none"> <li>• make sure your actions to achieve are linked to your intentions</li> </ul>	Funding allocated	<p>Evidence of impact:</p> <ul style="list-style-type: none"> <li>• what do pupils now know?</li> <li>• what can they now do?</li> <li>• What has changed?</li> </ul>	Sustainability and suggested next steps:
<p>Equipment/ resources available to all staff and pupils</p> <p>Chn to have access to a variety of sports/activities to broaden interest and engagement of physical activity.</p>	<ul style="list-style-type: none"> <li>• staff audit to take place regarding support needed for all staff, especially new teachers to the academy</li> <li>• CPD opportunities to be provided to staff in line with results from audit to increase teacher confidence/pedagogy of topic areas, linked to year groups</li> <li>• audit of all PE equipment and order what we need to support the our SJF PE curriculum map, ensuring that there is what is needed to deliver quality lessons</li> <li>• purchase specialist equipment relating to targeted projects/priorities</li> <li>• pupil voice from the SJF School Council, Sports Majors and others</li> <li>• develop teaching spaces to ensure that high quality learning environments are available to pupils</li> <li>• undertake the monitoring toolkit to ensure that any developments are analysed across PE, extra-curricular clubs and health and wellbeing and findings are published and built upon</li> <li>• maintain Gold School Games Mark and Gold KS1 Sports Mark as well as assessing our offer against the Sheffield PE Pledge, ensuring impact and recognition of school's good practice</li> <li>• development of the MUGA to support increased physical activity</li> </ul>	<p>£43 £160 £129 £429 £16.76 £735.86 £181.02 £33 £35 £523.54</p> <p>Total- £2288.18+</p>	<ul style="list-style-type: none"> <li>• since completion of the MUGA the staff have seen an increased amount of children wanting to use equipment on the yard and in the MUGA.</li> <li>• the PE TA has arranged some taster session to use different equipment in different ways and the children have become engaged.</li> <li>• organised different groups/clubs to visit and deliver taster sessions/days to engage and enthuse children e.g. Be Safe Be Happy week (Martial Arts Dave)</li> </ul>	<ul style="list-style-type: none"> <li>• to monitor/update audit regularly so equipment is monitored and replaced/updated when necessary in a timely way</li> <li>• to focus on the healthy lifestyle element in the future- looking at a food club to link with change for life</li> <li>• consider cooking utensils, chopping board etc (Healthy eating box for healthier food habits)</li> <li>• consider parent/child clubs reignite sessions</li> </ul>



**Key indicator 5:** Increased participation in competitive sport

Percentage of total allocation:

**5% £895.36**

INTENT	IMPLEMENTATION		IMPACT	
<p>Your school focus should be clear about:</p> <ul style="list-style-type: none"> <li>• what you want the pupils to know ;</li> <li>• what the children should be able to do;</li> <li>• what they need to learn; and</li> <li>• how to consolidate through practise</li> </ul>	<ul style="list-style-type: none"> <li>• make sure your actions to achieve are linked to your intentions</li> </ul>	Funding allocated	<p>Evidence of impact:</p> <ul style="list-style-type: none"> <li>• what do pupils now know?</li> <li>• what can they now do?</li> <li>• What has changed?</li> </ul>	<p>Sustainability and suggested next steps:</p>
<p>Select a variety of after school clubs to increase interest in different sports</p>	<ul style="list-style-type: none"> <li>• seek advice from AfPE, LINKS etc for recommended AFSC sports</li> <li>• conference children regarding interests and requests</li> <li>• involve SJF School Council</li> <li>• promote values</li> <li>• BYB awards for participation</li> </ul>	£	<ul style="list-style-type: none"> <li>• by responding to the children participation increases in participation for AFSC</li> <li>• tasters of games/sports sparks children's interest to participate</li> <li>• children continue to access BYB challenges and celebrate</li> <li>• virtual BYB from home with parents on a weekly basis</li> <li>• access the 'National Sports Week' challenges virtually for children to access at home</li> <li>• transition opportunities include opportunities for children to visit EIS/All Saints for competitions and festivals with peers/other year groups</li> </ul>	<ul style="list-style-type: none"> <li>• continue using questionnaires and engage SJF School Council</li> <li>• look for exciting new opportunities that are different to the traditional offer</li> </ul>
<p>Create opportunities for chn to participate in local team events and county events.</p>	<p>Identify and engage with local clubs in the local area</p> <ul style="list-style-type: none"> <li>✓ promote participation and attendance at sessions</li> <li>✓ provide assemblies from various clubs e.g. Cricket Stars, Castle Martial Arts</li> <li>✓ Promote opportunities via newsletter, blog</li> </ul>		<ul style="list-style-type: none"> <li>• continue to invite sportspeople to assemblies</li> <li>• continue promoting AFSC to reach/engage new audiences</li> <li>• increased community engagement has enabled children to act</li> <li>• increase activity out of school from 30 to 60 minutes</li> </ul>	<ul style="list-style-type: none"> <li>• to find more opportunities to engage new audiences and develop different sport specific skills- talk to LINKS</li> </ul>



<p>Host an annual sports day for all year groups as a celebration of PE and School Sport where parents are encouraged to support</p>	<ul style="list-style-type: none"> <li>• to continue to deliver an exciting and inclusive sports day with an appropriate mix of activities and competition so that all pupils engage and enjoy</li> <li>• focus on the Commonwealth Games as spur to promote increased participation (role-models)</li> </ul>	<p>£26.16</p>	<ul style="list-style-type: none"> <li>• children participate at their own ability-stage (<b>not age</b>)</li> <li>• children have a positive view of sport</li> <li>• leadership skills developed and utilised by the Sports Majors</li> <li>• transition opportunities promoted</li> <li>• develop children's characters and life-skills</li> <li>• develop different sport-specific skills</li> <li>• improves general health and wellbeing</li> <li>• increases motivation</li> <li>• fosters social connections</li> <li>• develops physical skills</li> <li>• supports individual development in sport</li> </ul>	<ul style="list-style-type: none"> <li>• To continue involving parents/carers so that they understand the <b>intent</b> of the competition</li> <li>• to work effectively with the new PE Link-Governor</li> </ul>
<p>Continue to develop focused training games in key sports</p>	<ul style="list-style-type: none"> <li>• use inter-school competition during lunch and PE sessions and promote across school</li> <li>• attend 'intra' competitions</li> <li>• Use the virtual national sports week videos for chn to access from home as well as in school</li> <li>• Organised for a group of chn to attend the Women's UEFA euros with the aspiration that they would look at the key sport and continue or start participating in school.</li> </ul>	<p>£100 £350 £9.20 £150 £150 £110</p>	<ul style="list-style-type: none"> <li>• children enjoy competition with each other</li> <li>• post-Covid look to increase inter-school competition with the local schools</li> <li>• children love football and fed back that they want to try out more football in the future</li> </ul>	<ul style="list-style-type: none"> <li>• promote more competition with local schools</li> <li>• communicate with PE leads to create networks</li> </ul>



Signed off by	
Head Teacher:	
Date:	
Subject Leader:	A.V Broadhead
Date:	30.6.22
Governor:	
Date:	