

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 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	£17,360
How much (if any) do you intend to carry over from this total fund into 2021/22?	£0
Total amount allocated for 2021/22	£17,360
Total amount of funding for 2021/22. To be spent and reported on by 31st July 2022.	£0

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>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>End of Summer 2021 74% (20/27 pupils)</p>
<p>What percentage of your current Year 6 cohort swim competently, confidently and proficiently over a distance of at least 25 metres?</p> <p>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.</p> <p>Please see note above</p>	<p>End of Summer 2021 74% (20/27 pupils)</p>
<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>	<p>End of Summer 2021 74% (20/27 pupils)</p>
<p>What percentage of your current Year 6 cohort perform safe self-rescue in different water-based situations?</p>	<p>End of Summer 2021 55% (15/27 pupils)</p>
<p>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?</p>	<p>Yes</p>

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: £17360		Date Updated: November 2021					
<p>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</p>									
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:		Evidence of impact: what do pupils now know and what can they now do? What has changed?:					
<ul style="list-style-type: none"> Continue the daily mile so that all children take part 5 times a week. Outdoor equipment, & toys e.g. skipping ropes, balls etc to be outside at all lunch times as this encourages active play. After school sports clubs to be offered weekly targeting different key stages and age groups. Forest School provision is in place throughout the year for children to participate in outdoor physical activity. To provide opportunities during playtimes and lunchtimes where all children have access to a space that is suitable to engage in physical 		<ul style="list-style-type: none"> Timetable use of the playground for the daily mile. Set targets for each class. Equipment was bought last year, ensure this is replaced when necessary Ensure quality after school sports is being delivered. Promote places in the clubs to target children/age groups To contribute to funding active playtimes with staff who engage, support and encourage pupils to play a variety of games, practise skills and improve their physical and mental health through active play. This has been equitable by ensuring there is heavy support for 		<p>MSA time - £3900</p> <p>Equipment - £2847</p> <p>Cost of lunch time and after school club - SC Sports - £1500</p> <p>Forest School - Costs £3500</p> <p>Total £11,747</p>		<ul style="list-style-type: none"> All children participate daily in the playground and lunchtime activities – this is now embedded Better/improved participation and outlook to participation in daily mile Simon Carson Sports clubs offered across school year as well as other teacher led physical activity Forest School was an embedded and positive feature of school. Children enjoy participation and reflect extremely positively on their experiences 		<p>Sustainability and suggested next steps:</p> <ul style="list-style-type: none"> MSAs to continue to run Daily mile Young play leaders to be identified Student council to investigate pupil voice for ways to improve Look at appointing a new Forest School lead following departure of MG. Next steps will be dependent on the updated government guidance. We will continue to monitor and make physical activity as 	

<p>activity, supported, where necessary, by adults, for children who find it difficult to engage with their peers or who may have physical or cognitive barriers to access this.</p>	<p>those children with additional needs, ensuring all children can engage with physical activity.</p>		<ul style="list-style-type: none"> Learning walks and observations during lunchtimes and other times of day have shown bubbles are very active within their designated areas, adapting and playing. The impact is a huge benefit to both mental and physical health alongside the development of social skills which in many cases have been impacted by the national lockdowns 	<p>fun and engaging as possible for all pupils.</p>
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Key indicator 2: The profile of PESSPA being raised across the school as a tool for whole school improvement

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>
<ul style="list-style-type: none"> Celebrate successes of teams/individuals who have represented our school by publishing in the school Newsletter. Use Facebook to promote participation in virtual competitions running, promote the after school sports events. - always include participation in the news letter Celebrate participation and achievement in whole school assemblies. E.g Forest School Awards The whole school to focus on the impact that PESSPA can have on 	<ul style="list-style-type: none"> Celebrate successes of teams/individuals who have represented our school by publishing in the school Newsletter. Use Facebook to promote participation in virtual competitions running, promote the after school sports events. - always include participation in the news letter In line with government guidance, where possible, lessons have been taught in outdoor spaces which allows both staff and children to be more active and understand that all subjects can be taught actively. It 	<p>£ none</p>	<ul style="list-style-type: none"> lessons are now naturally more active due to the outside environment. Children are able to use the school grounds in a variety of subjects connecting them to nature and impacting positively on stress and anxieties. Outdoor 	<ul style="list-style-type: none"> Easily sustainable long-term – next steps to highlight the benefit that outdoor learning has had with staff and to encourage staff to continue, even if and when restrictions are eased. Potential whittling project to improve Y4 garden area in November should funding be granted for another year.

mental wellbeing alongside physical health. Opportunities to be maximised for children to learn outdoors and for mindfulness to be taught both explicitly and as embedded in other curriculum areas.	also highlights the impact being outside can have on mental health and wellbeing. We have, where necessary, invested in improving outdoor spaces to help facilitate this.			
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Key indicator 3: Increased confidence, knowledge and skills of all staff in teaching PE and sport

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:
<ul style="list-style-type: none"> Simon Carson Sports coached working across School Training for MSAs in leading active lunchtime sessions, 	<ul style="list-style-type: none"> Engage sports coaches to work alongside staff to increase knowledge and skills - Improve staff confidence in creating and maintaining healthy and active lunchtimes 	£4500 £400 Total £5100	<ul style="list-style-type: none"> Staff becoming more confident and able in wider Lunchtimes are safe, more enjoyable and run well 	<ul style="list-style-type: none"> Consider Doncaster Rovers returning ? Consider a range of different coaches?

Key indicator 4: Broader experience of a range of sports and activities offered to all pupils

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:
<ul style="list-style-type: none"> Coaching in upper key stage 2 to deliver the curriculum. This enables children to be more 'secondary school' ready. 	<ul style="list-style-type: none"> Organise timetable. Organise resources to allow for delivery of the coaching.. 	<ul style="list-style-type: none"> £4500 (as above) 	<ul style="list-style-type: none"> gives confidence and knowledge to teachers in delivering the curriculum. confidence/skill level. Observe 	<ul style="list-style-type: none"> Question staff about the impact it is having on children and teachers Check quality of coaching.

			to ensure quality delivery	Ensure staff are actively involved in delivering the lessons to help them develop their skills and confidence
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Key indicator 5: Increased participation in competitive sport				
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:
<ul style="list-style-type: none"> Taster sessions for sports new to our school to be arranged. Coaching workshops, to include Karate or judo, netball, cricket and golf 	<ul style="list-style-type: none"> Arrange timetable of visitors and coaches to come into Carlton 	£ 800	<ul style="list-style-type: none"> Pupil Survey re enjoyment and participation 	<ul style="list-style-type: none"> Survey take up? Follow up sessions with popular events Follow up surveys re ongoing participation.
Because of Covid this aspect did not happen to the extent planned and will be roll onto the following academic year 2021-022				

Signed off by	
Head Teacher:	Jon Watson
Date:	11 th November 2021
Subject Leader:	Jon Watson Sept 2020 Steph Jackson Sept 2021 onwards
Date:	11 th November 2021
Governor:	
Date:	