

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 2022. To see an example of how to complete the table please click [HERE](#).

Created by:

Supported by:



Created by:



Supported by:



Details with regard to funding

Please complete the table below.

Total amount carried over from 2019/20	£ 0
Total amount allocated for 2020/21	£ 16 949
How much (if any) do you intend to carry over from this total fund into 2021/22?	£ 11,700
Total amount allocated for 2021/22	£19,900
Total amount of funding for 2021/22. To be spent and reported on by 31st July 2022.	£31,600

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>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 2022.</p> <p>Please see note above</p>	26%
<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>	12%
<p>What percentage of your current Year 6 cohort perform safe self-rescue in different water-based situations?</p>	73%
<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>	Yes/ No

Created by:



Supported by:



	Break and lunchtime activities to be led by staff that encourage all children to take part in physical activities during these times. The PE lead has trained staff in this area.	£0		
Encourage children to take ownership of their own health and activity levels to ensure that they are able to build 'fitness for life'.	Moki fitness bands purchased for Y5 to use next year when they move to Y6. These will give children ownership of their own health data that has been proven to have a profound and positive impact. They will encourage physical activity for all.	£1920		Embed the use of Moki fitness bands for all pupils in Y6. Use these to track steps and activity levels of pupils. The competition elements will be used to encourage all pupils to increase their activity levels.
Key indicator 2: The profile of Physical Education, School Sport & Physical Activity (PESSPA) being raised across the school as a tool for whole school improvement				Percentage of total allocation: 33%
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:
For all children to understand the key components of a healthy lifestyle, including a balanced diet and being physically active. Children to understand how they can make decisions to support their health. Children to have the knowledge and understand the values needed that will support them to make these decisions throughout their life.	Northampton Saints running support programme with all children from Year 3 and Year 5 to target healthy eating. This included active lessons looking at tag rugby and tackling character, values and respect. The Year 3 children learnt about diets, food groups, healthy plates and healthy & unhealthy foods. They then learned new skills around tag rugby. This took place over a 6-week period working for 12hrs with 63 pupils. The Year 5 pupils learnt about the character values of rugby such as respect, discipline and resilience and how these could be related to the pupils' characters. This ran for 2 terms covering 13 sessions for 45hrs across each class giving 75 pupils access.	£5,750	Pupil voice shows that Y3 pupils are able to articulate a clear understanding of a balanced diet as well as an understanding of food groups. They were also able to understand how exercise helps you stay fit and explain how they can incorporate exercise into their daily lives. A pupil from Y3 was chosen from across the whole of Northamptonshire to attend the Northampton Saints award ceremony. Y5 pupils are able to articulate the values from sport that they need to show across the curriculum.	Healthy living ambassadors chosen from each year group to further raise the profile of physical activity. This ties in with the school SSP for 2022-23 and using school leaders for whole school improvement.
To support all children, including those with SEND, to have the skills to take part in sport in the community. This includes both social and physical skills.	Northampton Saints delivered a sports programme for children with SEND needs for an hour a week for a period of 16 weeks. 50 children from across the school	£3000	Children who attended these sessions were able to access sports in the community with 33% of these children attending extended schools provision	Continue to embed the skills needed to access sports outside of school through additional sessions for children with SEND.

	(Y1 – Y6) accessed this programme for various periods of time depending on their individual needs. There were different focuses including: developing and building core strength; developing social skills and understanding the rules of competitive sports. A group of children over a 6 week period were able to attend horse riding lessons, resulting in better behaviours, body core strengths and stability, social skills and helping to reducing anxiety and combat trust issues.		following their additional sessions. Equine therapy promoted increased trust. Children were also able to build on core strength/stability. As a result, they were more focussed in lessons, reduced anxiety, increased self-esteem and improved social skills and communication skills (including non-verbal). This is evidenced through the Boxall Profiles of those who attended.	Attend competitive events designed for those with SEND.
Children to be able to safely take part in cycling outside of school so that the amount of physical activity children take part in increases.	Bikeability courses 1 and 2 run for children in Y3 and Y4.	£0	Children gained knowledge and experience to ride safely on roads.	
All children to have the clothing and equipment needed to take part in PE lessons and competitive events.	PE tops purchased for all children across the school. This removes the barrier of not having the correct clothing that many of pupils currently face.	£1500	All children had the correct clothing to access their PE lessons in school.	
Raise the profile of physical activity across the school through regular, whole school events led by a range of people.	Olympic athlete to visit the school and talk about their journey through school PE to competitive sport. This will raise the profile of physical activity across the school. All children to take part in sponsored event led by this athlete.	£0	This whole school event raised the profile of physical activity across the school.	Embed the fitness activities and games taught by the athlete into PE lessons and outdoor activities.

Key indicator 3: Increased confidence, knowledge and skills of all staff in teaching PE and sport				Percentage of total allocation:
				4%
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>All teachers to have the confidence, knowledge and skills to deliver high-quality PE lessons that build on pupils' prior knowledge and skills. This will enable all pupils to have the knowledge and skills they need to progress in PE and to access sports outside of school. It will also increase pupils' enjoyment of PE.</p>	<p>Get Set 4 PE scheme to be used to support staff. This resource has been chosen as it has small steps, progression of skills and knowledge, videos that demonstrate the key skills and is progressive in its nature. The planning and resources available will enable all teachers to build confidence in the teaching and delivering of PE.</p> <p>PE lead to provide additional support and coaching to teachers to develop their knowledge and understanding of PE. This will be provided in all areas but initially focussing on areas that staff voice shows that teachers are the least confident in delivering.</p>	<p>£1100</p>	<p>All pupils access a minimum of 2 hours a week of high quality PE lessons. This is evidenced through typicality of progress teaching.</p>	<p>Continue to develop the PE curriculum so that we are able to offer a more bespoke approach.</p>
<p>Key indicator 4: Broader experience of a range of sports and activities offered to all pupils</p>				<p>Percentage of total allocation: 5%</p>
<p>Intent</p>	<p>Implementation</p>		<p>Impact</p>	
<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>Pupils to access a range of sports and activities in PE lessons, including those they would not routinely access outside of school, such as golf.</p>	<p>Pupils to have access to the correct equipment to access a wide range of sports.</p> <p>All 93 Y6 pupils accessed 6 weeks of hourly golf lessons. All pupils across the school accessed 6 weeks of hourly athletic lessons. All KS2 pupils accessed 6 weeks of hourly cricket lessons. These are all sports that pupil voice (taken from all pupils during crew time) that less than 2% of children across the school access outside of school.</p>	<p>£1177</p>	<p>End of unit assessments shows that all pupils in these year groups had developed knowledge and skills in these areas where they previously had limited skills.</p>	<p>Continue to increase the range of sports and activities offered to all pupils including those in younger year groups.</p>

Key indicator 5: Increased participation in competitive sport				Percentage of total allocation:
				11%
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:
Pupils to have the knowledge, skills and fitness levels to be able to participate in a range of competitive sports events with other schools from the local area.	After school clubs to be offered to all year groups that develop the skills needed for the next round of competitive events. Corby Town football Club have run a termly out of school club to promote and develop knowledge and skills in football	£2000 £399	102 (34%) children from across KS2 attended at least one competitive event where they represented the school.	Increase the number of children who attend a competitive event where they represent the school. Ensure children in KS1 have an opportunity to represent the school competitively. Develop a wider range of clubs and monitor the attendance levels to ensure as many children are as engaged as possible with the aim for 100% of children to access a sports club during the academic year.
All children to take part in a competitive sports day. Children will represent their house and compete against children from their year group in a range of athletic events.	Line markings on the field in place. These will allow children to practise for sports day and other competitive events. This will also ensure that a full athletics sports day is able to take place in school.	£885	100% of children competed in at least one event in sports day. More than 95% of children competed in all the available events on sports day.	Continue to develop the competitive athletics programme so that children have the opportunity to also compete against other schools.

Signed off by	
Head Teacher:	Scott Nicholls
Date:	31.07.2022
Subject Leader:	Kim Esslemont
Date:	
Governor:	

Date:	
-------	--