

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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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](#).



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Details with regard to funding

Please complete the table below.

Total amount carried over from 2019/20	£8477
Total amount allocated for 2020/21	£16790
How much (if any) do you intend to carry over from this total fund into 2021/22?	£13177
Total amount allocated for 2021/22	£16770
Total amount of funding for 2021/22. To be spent and reported on by 31st July 2022.	£20164 (includes 21/22 carry forward)

Swimming Data

Please report on your Swimming Data below.

Meeting national curriculum requirements for swimming and water safety.	
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	81.25%
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	81.25%
What percentage of your current Year 6 cohort perform safe self-rescue in different water-based situations?	81.25%
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.

Academic Year: 2021/22		Total fund allocated: £20164		Date Updated: June 22	
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 of total allocation: 43.54%
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 engaged in regular, physical activity and understand the importance of a healthy lifestyle. Children will have access to weekly PE lessons and daily physical activity.	<p>Purchase of subscription to Jump Start Jonny to allow for physical movement breaks within the classroom for all classes.</p> <p>Purchase of several outdoor gym pieces for after school club use and additional provision at break times.</p> <p>Purchase of balance bikes, scooters and climbing equipment for EYFS to provide additional access to opportunities for gross motor development and increased opportunities for physical activity.</p> <p>Increase playground 'break time' equipment to broaden opportunities and increase enthusiasm for being physically active – school council asked for equipment ideas.</p>		<p>£179</p> <p>£6900</p> <p>£1500</p> <p>£200</p>	<p>Previously, children had participated in 'the daily mile' but this had lost impetus and children lacked enthusiasm. By offering a range of daily activity, including daily mile or exercise and Jump Start Jonny activities, children are accessing daily exercise with increased enthusiasm</p> <p>Space hoppers, bouncing equipment, dodgeballs, bats and balls purchased. This combined with having sports leaders trained has resulted in a higher percentage of children being physically active during breaktimes.</p>	<p>Maintain subscription/explore other options which allow children opportunities to be physically active during the school day</p> <p>Play leaders to work with staff to create plans to use gym equipment during break times – further pieces to be added in time</p> <p>Provide EYFS children with a range of equipment so that they can make their own obstacle courses and plan their own physical activity opportunities.</p> <p>Review equipment and place on rota over the school year to maintain interest and enthusiasm.</p> <p>Investigate a wider range of playtime games which could be played using the equipment we have available.</p>

Key indicator 2: The profile of PESSPA being raised across the school as a tool for whole school improvement				Percentage of total allocation:
				55%
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 will understand the importance of PE, Sport and Physical Exercise and will be exposed to a range of sports and experiences which will spark interest and encourage participation in a wide range of sports	<p>Make links and invite visitors from local sports teams into school.</p> <p>Inspire + buy in – training for pupils to become playground leaders and Young Ambassadors.</p> <p>Paralympic visitors to school through Inspire + membership.</p> <p>Activities and opportunities communicated to parents through e.g. parent mail and weekly newsletter.</p> <p>Representing teams celebrated in assemblies so whole school community is aware of sporting opportunities.</p>	<p>£0</p> <p>£11100 from T5 2022 to T6 2023</p>	<p>Peterborough City Football Club and Peterborough Phantom Ice Hockey teams have visited assemblies for the children and provided free tickets for children to watch live matches – well attended by pupils</p> <p>Play leaders trained for T6.</p> <p>Young Ambassadors trained and led assembly for all children to raise profile of sport in school.</p> <p>Sam Ruddock (Paralympian) led workshop and assembly for KS2 children.</p> <p>Parental feedback re opportunities for children through Inspire + very positive.</p>	<p>Continue to look for local links with a wider range of sports to lead sessions/assemblies for the children.</p> <p>Increase opportunities to participate in Paralympic sports such as boccia.</p> <p>Young Ambassadors are currently in Y5 so can continue in role 22/23.</p> <p>Play leaders in Y4/5 so can continue in role 22/23.</p> <p>Buy in for full year's Inspire + membership 22/23 £8000</p> <p>Sports apprentice 22/23 to lead a wider range of PE/Sports based after school clubs.</p>

Key indicator 3: Increased confidence, knowledge and skills of all staff in teaching PE and sport				Percentage of total allocation:
				55%
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	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:

consolidate through practice:				
To ensure staff feel confident to lead and support children in their play at break time and lunch time. Staff feel confident to deliver PE lessons in all areas. Staff feel confident to deliver Forest School sessions.	Lunch time supervisors participated in Play Leader through Inspire + Staff 'real time' CPD through PE sessions held at Witham Hall. Support available through Inspire + buy in. Coaches in school, teachers could team teach or observe sessions to build confidence. Forest School training for all teachers – forest school sessions reinstated in EYFS.	£11100 from T5 2022 to T6 2023	Children in EYFS have recently completed a term of Forest school sessions, in which the teacher felt confident enough to teach fire lighting and cooking to the children. Play leaders actively leading games before school and during break times.	Through Inspire + membership in 22/23, investigate further CPD opportunities. When Sports Apprentice in situ, ensure Teachers regularly observe and support sessions as part of their own CPD and training. Ensure Forest School lead supports new Teachers in 22/23. Forest school lead to aim for Forest School accreditation 22/23

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

Percentage of total allocation:
56%

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 have an understanding that sport can be accessed by all – with a clear understanding of the protected characteristics, as detailed in the equality act 2010. Children should develop an awareness of the range of sports available to all, including sporting opportunities for people with a disability, such as wheelchair basketball, or boccia. Children will participate in competitive sports, adhering to rules and demonstrating sportsmanship.	Stamford School Sports Association events attended: Cross Country Football tournament Netball League Sports Clubs: Football Netball Athletics Access to sports coaches for PE sessions – including netball, athletics, cricket Year 3 and 4 children participated in a mini-Olympics event. They were able to play a range of sports	£11100 from T5 2022 to T6 2023 £200 transport costs	Consistently high demand for netball, football and athletics clubs. Broader understanding of a range of sports open to those with a disability through Paralympian visitors to school and access to a range of sports.	Use ScholarPack (MIS) system to track club attendance in 22/23 to allow for monitoring of e.g. children with SEND/PP's access to clubs Use links with inspire + and Sports apprentice to lead clubs in a wider range of sports and activities Use sports apprentice to lead interhouse sports activities within school 22/23

Additional achievements:	including a wheelchair race.			
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Key indicator 5: Increased participation in competitive sport				Percentage of total allocation:
				56%
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:
Due to the pandemic, children have had limited opportunities to participate in competitive sport, within school and against other local teams. During academic year 2021/22, we would like children to experience more competitive sporting opportunities, through Stamford Schools Sports Association group and through Inspire + membership.	<p>Stamford School Sports Association events attended:</p> <ul style="list-style-type: none"> Cross Country Football tournament Netball League <p>Sports Clubs:</p> <ul style="list-style-type: none"> Football Netball Athletics <p>Year 3 and 4 children participated in a mini-Olympics event. They were able to play a range of sports including a wheelchair race.</p>	<p>£11100 from T5 2022 to T6 2023</p> <p>£200 transport costs</p>	Consistently high demand for netball, football and athletics clubs.	<p>For academic year 2022/23</p> <p>If appointed, sports apprentice to lead Interhouse sporting tournaments to run 3 times over the course of the year e.g. a cross country event in Autumn, Football or Netball in the Spring Term and cricket/rounders in the Summer term.</p> <p>PE lead/Sports apprentice to work alongside SGO Terry Plumb to ensure high participation levels working towards a school games award – sports premium can be used to subsidise transport</p>

Signed off by	
Head Teacher:	L. Martin
Date:	20.6.22
Subject Leader:	D. Shepherd
Date:	20.6.22
Governor:	J. Gauntley
Date:	18.7.22

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