

# 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](#).

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## Details with regard to funding

Please complete the table below.

Total amount carried over from 2019/20	£18,610
Total amount allocated for 2020/21	£18,640
How much (if any) do you intend to carry over from this total fund into 2021/22?	£2500 – Covid-19 underspend
Total amount allocated for 2021/22	£18,600+£2,500= £21,140
Total amount of funding for 2021/22. To be spent and reported on by 31st July 2022.	£21,140 <ul style="list-style-type: none"> <li>- <b>£19,443 was spent when I was in school</b></li> <li>- <b>In my absence £1,697 was spent on coach travel; equipment and supply cover by the appropriate staff covering on my behalf.</b></li> </ul>

## 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><b>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</b></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><b>N.B.</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 2021.</p> <p>Please see note above</p>	56.52%

<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>42%</p>
<p><b>What percentage of your current Year 6 cohort perform safe self-rescue in different water-based situations?</b></p>	<p>56.52%</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 <b>over and above</b> the national curriculum requirements. Have you used it in this way?</p>	<p><b>Yes/No</b></p> <p>Two-year catch-up programme in place due to covid-19. Years 3-6 will swim for two consecutive years, until 2023-24 where years 3 and 4 only will swim. However, term 6 will provide an additional catch up programme for the remaining year 6 children.</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.

<b>Academic Year: 2021/22</b>		<b>Total fund allocated: £18,600 + £2,500 = £21,140</b>		<b>Date Updated: 26/07/22</b>	
<b>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</b>					Percentage of total allocation: %
<b>Intent</b>	<b>Implementation</b>		<b>Impact</b>		
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><b>Hawthorn's intent:</b> <i>All sports should be inclusive. At Hawthorn, we aspire to be a school that offers an inclusive environment to ensure every child participates in sport and fulfils their full potential. PE should aim to develop a child's physical, mental and social well-being. Therefore, our aim is for our children to understand and enjoy what a healthy life style means; enabling them to grow into confident, well-rounded and healthy young adults.</i></p> <p><b>Key goal at Hawthorn – two year programme – to support the impact from Covid-19.</b> Raising attainment in primary school swimming to meet requirements of the national curriculum before the end of key stage 2 - every child should leave primary school able to swim</p> <p>Providing targeted activities or support to involve and encourage the least active children.</p>	<ul style="list-style-type: none"> <li>- Every child will receive their two PE lessons at week now restrictions have been lifted.</li> <li>- Morning and after school clubs delivered by experienced staff members – Finding Fitness. Offered to all of KS1 and KS2.</li> <li>- Year 6 sports crew every Tuesday and Thursday</li> <li>- PE curriculum map 22-23.</li> <li>- Lunch time activities i.e. dance, athletics and football</li> <li>- All KS2 children to have the opportunity to swim.</li> </ul>		<p><b>Pe hub subscription (identified in indicator 4)</b></p> <p><b>Finding Fitness (identified in indicator 3)</b></p> <p><b>£3,518 swimming transport</b></p>	<p>Now restrictions have been lifted, every child has a two-hour slot timetabled for PE each week – including swimming lessons for years 3-6.</p> <p>The children receive high quality teaching from teachers and specialist teachers using the PE hub. Progression is developed through the key stages and a broad and balanced curriculum is offered – as seen in curriculum map.</p> <p>Before and after school clubs take place in line with planned events. Children participate in various sports, which are taught by specialist teachers.</p>	<p>To increase the participation of girls and SEND children across the school. Both in school clubs and planned events.</p> <p>PE lead to start Disney club again after prolonged absences this academic year.</p> <p>Year 6 sports crew to continue and to be monitored by the support of designated lunch-time supervisor and PE lead.</p> <p>Pupil voice to be used more often to help inform choices.</p> <p>Swimming from years 3-6 to</p>

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		<p>Sports crew -Year 6 children hold a lunch time activity (sport related) to all children every Tuesday and Thursday. This is monitored by a member of staff and is regularly changed to provide various activities to all.</p> <p>Lunch time supervisors have a responsibility to provide a range of activities at lunch time. The children have loved participating in the dance classes and football Fridays.</p> <ul style="list-style-type: none"> <li>Swimming catch up programme will target the year 5 and 6 children who has missed out on the opportunity to swim these past two years.</li> <li>Improving 25m % pass rate from 2020-2021 (64% year 6 could swim). This year it has been 56.52%, so a second year of all KS2 to swim is necessary.</li> <li>Introducing swimming at an earlier age (year 3 and 4) to help reduce the % of those leaving year 6 unable to swim 25m.</li> </ul>	<p>continue again for a second year. With the intent of 23-24 to be just year 3 and 4 only with a small catch up for year 6 too.</p>
<p><b>Key indicator 2: The profile of PESSPA being raised across the school as a tool for whole school improvement</b></p>			<p>Percentage of total allocation:</p>
			%
<b>Intent</b>	<b>Implementation</b>	<b>Impact</b>	



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>"actively encourage pupils to take on leadership or volunteer roles that support the delivery of sport and physical activity within the school (such as 'sports leader' or peer-mentoring schemes)"</p> <p>"embedding physical activity into the school day through encouraging active travel to and from school, active break times and holding active lessons and teaching"</p> <p>Providing targeted activities or support to involve and encourage the least active children.</p>	<p>Providing training for sports crew to deliver sports effectively. Application and initial meeting to ensure sensible, reliable and passionate candidates are chosen.</p> <p>Bike ability – Encouraging active travel to school as part of children's 60 minute a day intake.</p> <p>Increased hours of FF to provide additional before and after school clubs.</p> <p>Workshops returning since Covid-19.</p>	<p><b>Bikeability (identified in indicator 4)</b></p> <p><b>Staff training (lunch time supervisors) to support with sports crew identified in indicator 3.</b></p> <p><b>Finding Fitness identified in indicator 3.</b></p> <p><b>£350 dance workshop</b></p>	<p>Sports crew -Year 6 children hold a lunch time activity (sport related) to all children every Tuesday and Thursday. This is monitored by a member of staff and is regularly changed to provide various activities to all.</p> <p>Bikeability encourages the children in the local area to actively travel to school. Road safety awareness also reassures and promotes parents to push for active travel too.</p> <p>KS1 children have had more opportunity this year to take part in before or after school clubs due to increased hours from FF. This supports the children with any upcoming planned events and allows the to experience a wider PE curriculum.</p>	<p>Pupil voice to be used more often to help inform choices and establish children's interests i.e. before and after school clubs.</p> <p>Girls active to start again.</p> <p>PE lead's Disney/football clubs to commence again. Part of our school pledge to increase girls participation in sport, particularly football.</p> <p>Incorporating active lessons. Recently shared in a recent CPD course i.e. active maths.</p>

<b>Key indicator 3: increased confidence, knowledge and skills of all staff in teaching PE and sport</b>			Percentage of total allocation:
			%
<b>Intent</b>	<b>Implementation</b>	<b>Impact</b>	

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>General PE equipment – health and safety audits, replenishing equipment for PE lessons and the playground.</p> <p>Hiring qualified sports coaches and PE specialists to work alongside teachers to enhance or extend current opportunities offered to pupils - teachers should learn from coaches the necessary skills to be able to teach these new sports and physical activities effectively.</p>	<p>Finding Fitness – Provision of quality afterschool and morning activities linked to KSSP and Pathfinders' competitions.</p> <p>New and safe equipment purchased on the basis it is purposeful and refers to the long-term planning.</p> <p>Staff training and CPD opportunities to enhance performance and quality of teaching.</p> <p>School Games has supported PE lead's understanding of subject and resources provided have benefitted role and understanding.</p> <p>KSSP entry fee entitles school to support from specialist teachers. PE lead often has regular contact with KSSP lead to ensure best practise is in place.</p>	<p><b>£559 over time staff</b></p> <p><b>£2,890 supply and staff training</b></p> <p><b>£3,598 resources and equipment</b></p> <p><b>£941 PE equipment and H&amp;S audits</b></p> <p><b>£10,080 Finding Fitness (specialist teachers)</b></p> <p><b>KSSP identified in indicator 5</b></p>	<p>FF have been providing both morning and afternoon clubs to both KS1 and KS2. Many of these clubs are in line with KSSP or PF competitive events. Preparing the children, the skills and knowledge needed.</p> <p>Having specialist teachers to come in and carry out the programme. TAs who support are gaining an insight into a purposeful PE lesson too.</p> <p>KS1 children are provided with more opportunities to take part in before or after school clubs due to increased hours from FF. <b>A next step now achieved from previous PE premium.</b></p> <p>At the end of the year, PE lead checks and audits equipment to ensure the children are receiving a high quality PE lesson with the necessary equipment.</p> <p>Staff training and CPD opportunities to enhance performance and quality of teaching.</p>	<p>PE lead to ensure regular communication takes place with FF. Works part-time so does not always see these members of staff, therefore it is important that they are provided with the correct planning for the term and access to the PE curriculum map (on PE board in school hall).</p> <p>Ensure equipment bought is purposeful. End of year audit to continue.</p> <p>CPD opportunities for support staff.</p> <p>Continue support from KSSP.</p>



			Supply cover has enabled PE lead to attend CPD courses to improve their role as subject leader. As well as this, to enable increased participation in sport. Many more children have been able to take part in various competitions throughout the year, so staff have needed to be released.	
<b>Key indicator 4: Broader experience of a range of sports and activities offered to all pupils</b>				Percentage of total allocation:
<b>Intent</b>	<b>Implementation</b>		<b>Impact</b>	
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>Bike ability/cycling provision to develop the children's cycling skills and road safety awareness</p> <p>Provision of high-quality PE planning.</p> <p>Swimming to continue for all of KS2</p> <p>Partnering with other schools to run sports and physical activities and clubs – PF schools and KSSP.</p>	<ul style="list-style-type: none"> <li>- Knowledge organisers established by the trust and PE hub inform and support staff delivering PE.</li> <li>- Continuing to use the PE HUB to ensure progression is shown through the key stages.</li> <li>- As previously mentioned in indicator 3, swimming will commence for all of KS2 to improve the overall % that leave us in year 6.</li> </ul>	<p><b>£350 PE hub subscription</b></p> <p><b>£400 Bikeability</b></p> <p><b>Swimming (identified in indicator 3)</b></p> <p><b>KSSP entry fee identified in indicator 5</b></p>	<p>PE hub planning is always printed for FF in an allocated place in PE lead's room. This supports transition of PE from teacher to FF, ensuring the pupils are receiving a broad and balanced PE curriculum.</p> <p>PE lead gained advice and research into current PE scheme to ensure it is purposeful and offers a broad and balanced curriculum. Other PF schools seem to be moving towards REAL PE, so this will be taken into consideration in the near future.</p>	<p>Renew subscription for July 2023 with additional research into Real PE as all PF schools are moving towards this scheme.</p> <p>Bikeability to continue next year</p> <p>Finding Fitness to continue support more before and after school clubs, as well as high quality PE lessons. PE lead to undertake more observations where possible.</p>

			<p>KSSP entry fee paid (as seen in indicator 5)</p> <p>PE lead regularly meets up with other PF schools PE leads to plan events throughout the academic year</p>	
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Key indicator 5: Increased participation in competitive sport				Percentage of total allocation:
				%
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>To attend as many Kettering Schools Sports Partnership (KSSP) level 2 events</p> <p>To increase our participation in the upcoming PF schools' competitions</p> <p>Year 6 sports crew to continue</p> <p>School Games participation to continue</p>	<p>Increasing and actively encouraging all pupils' participation in the sport – PF schools.</p> <p>PE lead to attend PF schools regular meetings to plan and contribute to upcoming events.</p> <p>KSSP offer level 2 events – opportunities for your gifted and talented children.</p>	<p><b>£275 KSSP entry fee</b></p> <p><b>Supply cover identified in indicator 3 – to allow PE lead to attend termly meetings.</b></p>	<p>Since entering competitions, all children have had more opportunities to take part in sport and represent the school. Competing against other schools helps promotes many interpersonal skills and a child's own social development.</p> <p>PP and SEN children are given an opportunity to leave school and take part in sports events on behalf of their school.</p> <p>Competitions within our own PF trust promote increased participation. These are not competitive events but are great opportunities to involve and encourage as many children as possible.</p> <p>KSSP offer many CPD and club opportunities for the school.</p>	<p>Developing our awareness of healthy eating – healthy school. Cooking club?</p> <p>Developing LEVEL 1 competition at school.</p>

Signed off by	
Head Teacher:	

Date:	
Subject Leader:	<b>Miss Emma Cooke</b> <i>I have completed the following to the best of my ability due to my absence for a majority of the school year. To my knowledge, I have filled in the following document accurately and support (bursar and SLT) has been given throughout the year with the allocation of PE funding on my behalf.</i>
Date:	<b>26/07/22</b>
Governor:	
Date:	