

# 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](http://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	£17780
How much (if any) do you intend to carry over from this total fund into 2021/22?	£0
Total amount allocated for 2021/22	£17790
Total amount of funding for 2021/22. To be spent and reported on by 31st July 2022.	£17790

## 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>	86%
<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>	80%
<p><b>What percentage of your current Year 6 cohort perform safe self-rescue in different water-based situations?</b></p>	100% discussed different water based situations & practiced how to rescue others. 93% practiced self rescue in school pool.

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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. We have provided swimming above and beyond from Foundation to Yr 6. KS1 May – July KS2 May to Oct

## 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:	Date Updated:		
<p><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></p>			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>Playground Games – children encouraged to be active at break and lunch time. Structured games led by Year 6.</p> <p>Some playground games taught in PE lessons for individual use at Playtimes.</p> <p>Module on ‘Being physically active’ taught at beginning of academic year.</p> <p>Challenges set to whole school throughout the year.</p> <p>Active lessons encouraged.</p> <p>Less active children identified and encouraged.</p>	<p>Led by Year 6 which developed their leadership skills. Trained by Sports Partnership and school PE teacher.</p> <p>Games such as skipping, Chinese skipping, 4 square taught in PE lesson. Children better equipped to play these.</p> <p>Children understand the need to be physically active, and its effects on our physical and mental well being.</p> <p>Structured challenges – done during lesson time and play times (run by yr 5 children). Certificates awarded to highest number and greatest improvement.</p> <p>Teachers encouraged to increase ‘activity’ of children during lessons where appropriate.</p> <p>Register kept of involvement of children in sporting extra curricular</p>	£700	<p>Opportunity for children to take part in active structured games during break and lunch time.</p> <p>Children playing taught games during break and lunch times.</p> <p>Children keeping themselves active.</p> <p>Children enjoyed challenges trying to improve their PB. Helped to keep them active with a focus.</p> <p>Children able to concentrate for longer.</p> <p>Less active joined clubs and enjoyed being active.</p>	<p>Continue. Encourage those who are less active to be involved.</p> <p>Introduce other new games.</p> <p>Continue.</p> <p>Children to input their ideas on Challenges.</p> <p>Engage with teachers &amp; equip them with ideas &amp; resources.</p>

	activities, matches and Festivals. Those less active encouraged to attend extra curricular sports. Those identified in Yr 3 attended a Have Fun be Active Festival.			
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<b>Key indicator 2: The profile of PESSPA being raised across the school as a tool for whole school improvement</b>				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:
To improve whole school behaviour and mental well being through being an 'active school'.  Teachers upskilled to improve delivery of PE lessons.  Whole school challenges.  Sports Day  Cycle and scooting skills – training given to children.	Lessons 'active' where appropriate, PE lessons have purpose and progressive, opportunities for children to take part in a wide variety of Sport, inter and intra competition, active playtimes & challenges throughout the Year. Class teacher in PE lessons, observing, learning and implementing. One challenge per term. Profile raised in assembly & results given. Whole school all day. Parents invited in the afternoon. Cycle training. Scooting training.	£3000	Improved concentration in lessons. Improved physical and mental well being.  Class teachers have an improved knowledge and ability to deliver high quality PE lessons. All children involved in being active. All children involved in a wide variety of Sport. Parents able to see what the children are doing. Children active and safer on the roads and pavements. Increase in number of children cycling or scooting to school.	Continue to be an 'active' school.  Teachers to deliver aspects of the PE lesson. PE teacher to support and give feedback. Continue. Children to give feedback in assembly. Continue.  Continue. Balance bike training for Foundation.

<b>Key indicator 3: Increased confidence, knowledge and skills of all staff in teaching PE and sport</b>				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:
All staff receive support from the PE teacher. Teachers are upskilled to deliver high quality PE lessons.  Involve more class teachers in delivering extra curricular Sport/Festivals.	Teachers receive continual help and communication from the PE teacher. PE folders given to all teachers with schemes and resources. Resource library available to teachers. Encourage teachers to lead/help with extra curricular Sports Clubs/Festivals.	£4000	Increased confidence in teachers to deliver PE.  More teachers have got involved – KS1 sports club, Tag rugby, Run Club.	To continue to support teachers, especially with assessment in PE.  Continue to encourage staff to be involved.

**Key indicator 4: Broader experience of a range of sports and activities offered to all pupils** 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:
Additional achievements:  All pupils took part in Competitive Sport (every 3 weeks, rolling).  Wide range of Sports covered  3 Challenges set through the school year for whole school.	All children took part in a wide variety of Inter House Sport Competitions. Each team has 2 Sports leaders. School values to underpin competitions.  Children involved in deciding	£4000	Children know how to play a variety of games & know the rules. All children given the opportunity to take part in a Competitive game/situation. Children learn the social skills needed for these & school values underpin them. Children had fun being active and	Continue but rename Inter house Sport.  Continue.

<p>Whole school Fun Run</p>	<p>some of the Challenges &amp; voting.</p> <p>Whole school took part in a Fun Run during school time</p>		<p>given a focus. Tried to improve PB. Announcement mad at assembly &amp; certificates given.</p> <p>Children see being active as important. Have fun running and supporting class mates. School values encouraged.</p>	<p>Continue.</p>
<p>Sports Festivals &amp; Matches</p>	<p>The school is part of The Mandeville Partnership (after The Buckingham Partnership folded). We took part fully in a huge variety of sports competitive and non competitive.</p> <p>We are a GOLD kitemark school for Sport.</p> <p>In the Competitive Sport the school does very well. We also have links with the Thame Partnership and took part in some of their Festivals.</p>		<p>Lots of children given the opportunity to take part in matches and Festivals during the Year.</p>	<p>Continue. Increase number of children able to take part.</p>
<p>Swimming for all children FS – Year 6</p>	<p>Swimming pool costs in excess of statutory duty.</p>		<p>Confidence in the water, well being and enjoyment, increased fitness, gross motor skills, swimming skills &amp; water safety.</p>	<p>Continue. More teachers to be trained in Rescue and swimming teaching.</p>

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:
Competitive Sport	All children take part in Inter house Competitions across a wide range of Sports.	£6000	Competitive Sport improves competitive skills, knowledge of the game, confidence and social skills.	Continue. Rename Inter House Sport.
The Mandeville Partnership	LC is part of The Mandeville Partnership. Provides a large number of Festivals and opportunities. KS1 and KS2 took part in a huge variety of Sports Competitions – netball, football, badminton, basketball, gymnastics, swimming, cricket etc.. The school continually does well in these Competitions, nearly always coming in the top three and sometimes making it to the County Competitions. This Year the swimming team came 2 <sup>nd</sup> in the County level competition. Year 6 took part in Transition games.		Children enjoy taking part in Competitive Sport against other schools – meeting children from other schools and taking part in events at other schools. Increases their confidence and improves social skills as well as physical skills.	Continue to take part in a wide variety of Sports Competitions.
Thame Partnership, Davenies School etc..	We are also linked to The Thame partnership, taking part in a few of their Competitions with the Boys recently winning the Cricket.			
Outside Sports Club links	Links with Claydons Academy, Long Crendon Tennis Club, Simon Marsh Football, Crendon Corinthians.		Children receive high level teaching & coaching. Children inspired to join outside clubs. Have our Competitive Tennis Games at Long Crendon Tennis Club. Children enjoy playing games against	Continual positive links. Develop new links.
Local fixtures	Friendlies are played against local		Children enjoy playing games against	Continue.

Multi activity event for lower ability	schools. Hockey, tennis and rounders played in Addition as not in The Mandeville Partnership this year.	children from local schools, many of whom they know. Friendly rivalry!	
Fun Run	Held a Fun Multi Activity event for Yr 5/6 lower ability. 2 other schools attended. Friendly competition but of similar ability.	Children of lower ability able to take part in a Competitive sporting activity against other schools. Children enjoyed and were physically active.	Organise a similar event again.
Sports Day	All children took part in a Competitive long Run.	School values encouraged. Sense of unity. Improved fitness.	Continue.
	All children took part in Sports Day. Circuit of activities in the morning gaining points as a mixed age House team. Competitive races in the afternoon. Children race against similar ability.	Children enjoyed working together in mixed age teams – school values encouraged. Wide range of activities and races. Year 5 and 6 involved in helping and running aspects.	Continue with any alterations made on any feedback given.

Signed off by	
Head Teacher:	A.Cook
Date:	May 2022
Subject Leader:	J Finlay
Date:	May 2022
Governor:	L.Geurin
Date:	May 2022