

# 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](#).



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## Details with regard to funding

Please complete the table below.

Total amount carried over from 2019/20	£0.00
Total amount allocated for 2020/21	£16,840
How much (if any) do you intend to carry over from this total fund into 2021/22?	£0.00
Total amount allocated for 2021/22	£16,860
Total amount of funding for 2021/22. To be spent and reported on by 31st July 2022.	£16,917

## Swimming Data

Please report on your Swimming Data below

Meeting national curriculum requirements for swimming and water safety.

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.

**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**

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 2021. Please see note above

63%

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

63%

**What percentage of your current Year 6 cohort perform safe self-rescue in different water-based situations?**

63%

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: 2021/2022		Total fund allocated:		Date Updated:		
<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: 28% (£4747)	
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?:	
<p><b>a) To improve pupils' physical wellbeing:</b> We will continue to have two timetabled, high quality, PE sessions each week for every class to support the physical wellbeing of our pupils.</p> <p><b>b) To improve pupils' physical wellbeing:</b> To further support their physical health, we will look to engage them in high-intensity physical activities during their lunchbreaks.</p> <p><b>c) To improve pupils' physical wellbeing:</b> Encourage all pupils to partake in the daily mile to develop both their physical and mental health and wellbeing.</p> <p><b>d) To support physical development in EYFS (and KS1):</b> Incorporate use of the natural environment and forest school activities. To develop strength and stamina through tree climbing, hanging, digging, den building, hunts and trails.</p> <p><b>e) To promote physical activity in pupils:</b> Continue to promote physical activity outside of school by encouraging an active journey to school. Road safety/cycling proficiency developed and enhanced.</p>		<p>a) We will subscribe to 'The PE Hub', which builds effective progression across units and across year groups. This will also equip our pupils with the basic fundamental skills before they learn strategies and decision-making/tactics.</p> <p>b) We will continue to employ sports coaches during lunchtimes to supplement lunchtime supervisors and to engage pupils in physical activities.</p> <p>c) HT to look into the possibility of sourcing funding for an all-weather 'daily mile' track.</p> <p>d) A member of staff to complete all modules to become a Forest School Leader.</p> <p>e) Bike-a-ability offered to Year 3, 4, 5 alongside promoting cycling to school and new accommodation.</p>		<p>a) £ 455 PE Hub</p> <p>b) £Cost in K.I. 4</p> <p>c) £0</p> <p>d) £850 Forest School</p> <p>e) £252</p>	<p>a) Delivery of PE using 'The PE Hub' planning has proved effective and manageable.</p> <p>b) Sports Coaches continue to be utilised to support at lunchbreak to deliver interactive sports impact to pupils whilst simultaneously coaching/developing lunchtime supervisors.</p> <p>c) Daily Mile track has not been installed due to other priorities.</p> <p>d) Forest School has been a huge success, with Acorns Class Teacher qualifying as a Forest School Leader and pupils enjoying their outdoor activities. This also acts as a magnet for incoming families.</p> <p>e) "Bikeability" sessions were enjoyed by pupils across KS2, promoting not only physical activity but also road safety skills.</p>	<p>a) Continue to utilise the planning and progression documents in the next academic year, PE Coordinator role has been taken over by a Class Teacher (former HT).</p> <p>b) Once again, employ sports coaches to deliver adult-led sports activities over lunchtimes.</p> <p>c) Unless sourced at a greatly reduced rate or via the Central Team, investigate other more pro-active and cost effective measures of developing pupil well-being.</p> <p>d) Continue inspiring EYFS pupils in their physical development via Forest School and look, over the next year, to extend this into later KS1.</p> <p>e) Look at developing the pupils cycling skills by returning to lower KS2 classes and giving them the opportunity to develop Stage 2 and possibly Stage 3 skills.</p>

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<p><b>f) To promote physical activity in pupils:</b></p> <ul style="list-style-type: none"> <li>i. School will continue partnership with Northampton Saints Rugby Club, inviting their coaches and staff to act as role-models work alongside our children.</li> <li>ii. School to visit Sports Stadium as part of the Saints 'Green Program' for a "day of rugby" to inspire pupils.</li> </ul> <p><b>g) To promote physical activity in pupils:</b> Pupils will enjoy health benefits from participating in well planned, high-energy PE Sessions along with developing skills</p>	<p><b>f)</b></p> <ul style="list-style-type: none"> <li>i. School to work with coaches from Northampton Saints.</li> <li>ii. Transport to Cinch Franklins Gardens stadium for Y2-Y6 will be funded from sports premium.</li> </ul> <p><b>g)</b> School will work alongside experienced dance instructor to deliver high-impact dance PE sessions over 6 weeks.</p>	<p><b>f)</b></p> <ul style="list-style-type: none"> <li>i. £2000</li> <li>ii. £275</li> </ul> <p><b>g)</b> £915 (£52.50 per session + equipment)</p>	<p><b>f)</b></p> <ul style="list-style-type: none"> <li>i. Once again, our pupils have enjoyed the physical activities delivered by the Northampton Saints, including the high-quality tag rugby coaching they received. The children also benefitted from attending Saints matches and having the opportunity to take part in 'mascot' type activities,</li> <li>ii. The trip to the Saints Stadium was a huge success, with children being inspired by their once in a lifetime visit 'behind the scenes' at a professional rugby club.</li> </ul> <p><b>g)</b> As above, pupils have benefitted from enjoying high-quality PE and sports lessons and additional sporting activities. School also invested £600 in equipment.</p>	<p><b>f)</b> Despite the success of this programme over the past few years, the new leadership team may decide to utilise funding previously allocated to the Saints programme to promote alternative sports.</p> <p><b>g)</b> Continue promoting the health benefits of physical activity through high quality PE and sports. Monitor the delivery of this through the year, particularly with the appointment of an ECT.</p>
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Key indicator 2: The profile of PESSPA being raised across the school as a tool for whole school improvement				Percentage of total allocation:
				5% (£850)
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><b>a) Celebrate positivity of PESSPA</b> PE subject leader to ensure that PESSPA is prominent around the school, raising the profile of the school in the community and create aspiration within children.</p> <p><b>b) Use PESSPA to overcome stereotypes and change mindsets</b> Use PESSPA as a 'force for good' to develop pupil attitudes and learning behaviours.</p>	<p>a) School to continue celebrate sporting achievement PE display to champion sports stories and attainment</p> <p>b) School visit from a Paralympian:</p> <ul style="list-style-type: none"> <li>to demonstrate resilience and perseverance</li> <li>to show what can be achieved;</li> <li>to learn to not discriminate;</li> <li>to prevent us making false assumptions;</li> <li>to demonstrate we treat all equally.</li> </ul>	<p>a) £0 b) £850</p>	<p>a) There has been a clear celebration of PESSPA in school across the year:</p> <ul style="list-style-type: none"> <li>school's documented aim of getting every child to represent the school in an inter or intra school event</li> <li>celebration of achievements on school's social media, assemblies and newsletters.</li> </ul> <p>b) School was <a href="#">visited by a Gold-Winning Paralympian</a> who embodied all of the positives that we aim for in our pupils. This visit was also broadcast on regional TV and featured in local press. We also took part in the #LetGirlsPlay football initiative led by the FA and supported by Kettering Town Football Club.</p>	<p>a) Maintain this drive and commitment next year to continue to inspire and encourage pupils to enjoy PESSPA and lead more healthy lifestyles.</p> <p>b) Again, look to challenge mindsets and discrimination – using sporting role models – to develop resilience and perseverance and adopt a 'Can't Yet' outlook.</p>

Key indicator 3: Increased confidence, knowledge and skills of all staff in teaching PE and sport				Percentage of total allocation:
				6% (£925)
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><b>a) Raise the profile of PE and School Sports</b> PE Subject Leader to help support and build confidence within staff.</p> <p><b>b) Improve QFT in PE</b> Pupils to experience high quality PE session delivered by upskilled staff.</p>	<p>a) Subject Leader to be developed with CPD to enable them to;</p> <ul style="list-style-type: none"> <li>• support and develop staff;</li> <li>• hold staff accountable;</li> <li>• identify next steps for staff;</li> <li>• raise standards in PESSPA;</li> </ul> <p>b) Further to above, the Subject Leader will identify CPD for targeted staff that will increase knowledge, skills and confidence in the required areas.</p>	<p>a) £175</p> <p>b) £750 (6 x ½ days supply cover for staff)</p>	<p>a) As stated above, planning and progression as supported by 'The PE Hub' continues to be of a good standard and pupils clearly enjoy lessons. PE Subject Leader attended annual PE Conference to look at initiatives and ideas for improving PESSPA in school.</p> <p>b) Some in-house CPD (including review of planning and progression) was delivered during release time, whilst staff were also able to observe professional coaches delivering PE to pupils – including in dance, rugby and dodgeball.</p>	<p>a) As a new subject leader starts the role, it would make sense to develop their understanding via CPD. School has also enrolled a TA onto a Level 3 Teaching Assistant apprenticeship with a focus on sports leadership. This will eventually see her becoming the PE lead.</p> <p>b) A more robust programme of monitoring QFT in PE needs to be adopted in 22/23, bringing the subject more in line with other areas.</p>

Key indicator 4: Broader experience of a range of sports and activities offered to all pupils				Percentage of total allocation: 56% (£9515)
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><b>a) Extended Offer</b> Increase the take-up of pupils who attend before or after school sports clubs.</p> <p><b>b) Lunchtime Sports Club</b> Increase the take-up of pupils who participate in lunchtime sports or structured physical activities</p> <p><b>c) Enrichment Opportunities</b> Continue to use sports funding to engage pupils in a wider spectrum of sport and physical activities – possibility of water-based sports for older ones.</p>	<p>a) PE Subject Leader to collect the 'Pupil Voice' and 'Parent Voice'– find out what activities the pupils would be interested in trying/attending.</p> <ul style="list-style-type: none"> <li>Work with existing after-school provider to potentially satisfy demand, or invite alternative sports provider for specific purposes.</li> <li>Share feedback from parents with after-school provider – can they increase their numbers?</li> <li>Ensure most disadvantaged pupils have opportunities to attend clubs.</li> </ul> <p>b)</p> <ol style="list-style-type: none"> <li>Continue practice of using high quality sports coaches to supplement lunchtime staff provision to increase the number of pupils participating in sports activities at lunchtime</li> <li>School Staff who cover lunchtimes to deliver organised and structured physical activities to complement the sporting activities delivered by the sports coach.</li> </ol> <p>c) School to investigate opportunities and allocate partial funding for pupils to attempt a wider range of sports including, but not limited to, rock-climbing and sailing.</p>	<p>a) £ 0</p> <p>b)</p> <ol style="list-style-type: none"> <li>£ 6615 Pacesetter lunchtime support</li> <li>£2500</li> </ol> <p>c) £400</p>	<p>a) Parent and Pupil voice surveys have been completed by school and also independently by after-school provider. To date, the after-school provider has not yet seen an increase in the number of pupils attending their sessions. Both the Sports Premium and Pupil Premium have been used to try and entice disadvantaged and targeted pupils to attend but again, this has had little success.</p> <p>b) As above, sports coaches were used to supplement supervision at lunchtimes. This has been effective with a visible number of children enjoying the adult-led activities.</p> <p>c) Greater involvement with the local sports partnership programme has seen our pupils engaging in a broader range of sports but not yet in the 'exciting' areas that had been planned.</p>	<p>a) More intensive marketing is needed by the after-school club (to overcome preconceptions by parents) or perhaps a split is needed between the activities that they offer and alternative sports coaching offered by third parties.</p> <p>b) Continue this practice in 22/23.</p> <p>c) Seek broader opportunities for pupils in 22/23.</p>

Key indicator 5: Increased participation in competitive sport				Percentage of total allocation:
				5% (£855)
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><b>a) Membership of Kettering School Sports Partnership</b> Following the COVID pandemic, increase the number of Cranford pupils involved in competitive</p> <p><b>b) KTFC League and tournaments</b> Involve the school in football tournaments run by the local football club.</p> <p><b>c) Inter-School Competition</b> Work with local schools to arrange inter-school competitive events.</p> <p><b>d) Intra-School Competition</b> School to develop 'inter-house' competitive sports to work alongside but in addition to summer-term sports day.</p>	<p>a) Through membership, pupils will be able to enter School Games Competition Programme free of charge, giving access to a wide range of sports competitions.</p> <p>b) School to sign up to inter-school league and stand-alone tournaments across the year.</p> <p>c) PE Leader to work with those in similar roles to ensure all pupils are offered the opportunity to take part in inter-school competitions.</p> <p>d) PE Leader to work with Pacesetter sports to organise small-scale inter-house events across the year and whole-school sports day in the summer.</p>	<p>a) £255 KSSP Membership</p> <p>b) £100 KTFC League Cost + a bit for later tournaments</p> <p>c) £500 Nominal Cost for Transport (Fuel, servicing, etc)</p> <p>d) £0 Pacesetter cost for sports day and other events</p>	<p>a) Greater involvement with the local sports partnership programme saw us take part in the School Games competition and winning the 'Bronze Award' the first such award for the school in time. Our involvement and enthusiasm also saw us being asked to represent Kettering in two events at the County Games finals.</p> <p>b) We took part in the inter-school league and a variety of tournaments led by KTFC, including every single girl in school enjoying <a href="#">the #LetGirlsPlay afternoon</a>.</p> <p>c) COVID meant such activities were very restricted again.</p> <p>d) We held our first whole-school sports day with spectators for several years, This was organised and delivered by Pacesetter Sports and using the village facilities which meant all were able to enjoy the event. We also took part in the Going 4 Gold Trust-wide event, finishing 9<sup>th</sup> across the Trust.</p>	<p>a) Sign-up to Kettering SSP and again enter as many events as possible. Aim to achieve SILVER award or higher.</p> <p>b) Join inter-school league once again. Coach team to be more competitive.</p> <p>c) Try to arrange inter-school events to give more pupils opportunities, e.g.: netball, football, etc</p> <p>d) Utilise link with Pacesetter Sports and Unmatched Coaching to develop pupil skills to become more competitive in inter-school events,</p>

Signed off by	
Head Teacher:	Richard Albert 
Date:	22/9/2021 – Reviewed 21/7/2022
Subject Leader:	Headteacher / PE Subject Leader Richard Albert 
Date:	22/9/2021 – Reviewed 21/7/2022
Governor:	Lisa Culshaw
Date:	2/12/2021