

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](#).



Details with regard to funding

Please complete the table below.

Belsay School



Total amount carried over from 2019/20	£722.59
Total amount allocated for 2020/21	£16,740
Total Spend 2020/2021	£17451.96
How much (if any) do you intend to carry over from this total fund into 2021/22?	£711.96
Total amount allocated for 2021/22	£16,740
Total amount of funding for 2021/22. To be spent and reported on by 31st July 2022.	£16,740
Total Spend 2021-2022	£18,601.42

Swimming Data

Please report on your Swimming Data below.

<p>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</p>	
<p>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 2022. Please see note above</p>	79%
<p>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</p>	79%
<p>What percentage of your current Year 6 cohort perform safe self-rescue in different water-based situations?</p>	86%
<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>	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.

Belsay School



Academic Year: 2021/22		Total fund allocated:	Date Updated:	
<p>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</p>				
Intent	Implementation		Impact	Sustainability
<ul style="list-style-type: none"> Maintain active pupils at playtimes Maintain active pupils during the school week with Forest School and Commando Joe's for each class Full Refurbishment of EYFS safe surface 	<ul style="list-style-type: none"> Equipment, inspiration and time are provided if required. Each class has weekly timetabled sessions. All TA's are Commando Joe's trained. Debmat to install new surface 	<p>£1475</p> <p>£398.42 additional Forest School equipment</p> <p>£7,716</p>	<ul style="list-style-type: none"> Children are engaged, active and show levels of personal fitness in their play Children love these sessions (pupil voice). Links are made to the wider world, explorers and perseverance which has an impact on pupils' recall of activities. Area can be used effectively for all EYFS pupils to be active 	<p>Sustainable and effective-retain. Vary equipment available each term.</p> <p>Sustainable and effective-retain. This equipment will be paid for this year and will require no further spending, apart from replenishing.</p> <p>Sustainable and effective-monitor- this surface has been replaced in last 10 years-monitor cost effectiveness.</p>

Key indicator 2: The profile of PESSPA being raised across the school as a tool for whole school improvement				
Intent	Implementation		Impact	Sustainability
<ul style="list-style-type: none"> Pupils' physical activity, sports and out of school events are all celebrated in school- it is a high priority. Lifelong activity and keeping active is celebrated through news, media, family events. 	<ul style="list-style-type: none"> Work is celebrated during sessions, at weekly assemblies, work on the wall and the Newsletter. Outside events, family events and events in the wider world are celebrated throughout all ages and this is promoted. 		<ul style="list-style-type: none"> Children know PE is important- it is firmly embedded in the curriculum, not missed for inclement weather and regularly celebrated. Children know keeping fit is important at any age. They are aware of the next stage in facilities and know that manual work, pastimes and hobbies assist in this. 	<p>Sustainable and effective-retain.</p> <p>Sustainable and effective-retain.</p>

Key indicator 3: Increased confidence, knowledge and skills of all staff in teaching PE and sport

Intent	Implementation		Impact	Sustainability
<ul style="list-style-type: none"> PE co-ordinator will have up to date knowledge through liaising with NUF coaches and personal interest Teaching staff will develop expertise in non- specialist areas 	<ul style="list-style-type: none"> New initiatives are fed back to whole staff. Enthusiasm is maintained for subject by staff and subsequently pupils Staff work with/ shadow NUF and other coaches delivering in school. 		<ul style="list-style-type: none"> 'I love PE!' (Y4 pupil). Very positive and insightful pupil voice (June 2022). Staff see schemes of work and sports coaching delivery and can implement this in their own work. 	<p>Sustainable and effective-retain. Pupil voice was a joy!</p> <p>Sustainable and effective-retain. Develop Skills Progression document for EYFS- Y6.</p>

Key indicator 4: Broader experience of a range of sports and activities offered to all pupils				
Intent	Implementation		Impact	Sustainability
<ul style="list-style-type: none"> Offer a wide range of activities as part of weekly PE sessions, how to adapt and play variations of these games, older and younger pupils working together to engage and learn from each other, watching and learning about other sports from news, media and children's experiences. 	<ul style="list-style-type: none"> Children play different games and variations of games. Pupils work together to ensure all are able to take part at their level, coaching between peers. Staff inspire pupils with a variety of sports, triumphs and inspiring work from pupils undertaken outside school. Different after school clubs offered over the year for breadth. Advantage taken of wider opportunities- street dance. 		<ul style="list-style-type: none"> Pupils love a challenge and use skills and equipment in many ways. Younger pupils are always welcomed and coached by their peers Newsround, picture news, Home/School Achievement board have encouraged awe and inspiration in classes Clubs are often at capacity. Y1-6 take advantage of these. 'Phew, wow, dancing really does make you fit.' (Y5 pupil) 	<p>Sustainable and effective-retain. Monitor equipment for increased variety.</p> <p>Sustainable and effective-retain.</p> <p>Sustainable and effective-retain.</p> <p>Sustainable and effective-retain. Aim to increase variety with yoga.</p> <p>Sustainable and effective-retain. Maintain communication with visiting coaches for additional skills and sports offered.</p>

Key indicator 5: Increased participation in competitive sport

Intent	Implementation		Impact	Sustainability
<ul style="list-style-type: none"> All pupils will experience intra or inter school competition and learn about winning, losing, improving own performance being part of a team and resilience as part of weekly PE sessions. This will be evidenced in their own work, not just adult led 	<ul style="list-style-type: none"> Long term plans have competitive element to each term focus. Coaches work with pupils and signpost to next steps for sports- cricket, badminton (parent carer funded) Sports are offered which focus on different skills and allow success for those who do not excel in traditional areas, eg golf, archery 	<p>£8600</p> <p>£262</p> <p>£150</p>	<ul style="list-style-type: none"> During events, pupils will compete effectively against a range of peers Children are interested in matching themselves against their peers, 'Tomorrow, I'm going to have a race with Primrose and Amelie because it would be a great challenge.' (After sports day) Pupils know what they need to do to improve their own performance and can articulate this throughout the age range, 'Lips to hips will help me run faster' Children organise themselves into teams to play games Children take advantage of greater opportunities in the wider community- football, basketball, badminton, swimming, pony club, bowls, golf. 	<p>Sustainable and effective-retain.</p> <p>Sustainable and effective-retain. Offer wider opportunities for variety of sports through playtime equipment and field markings.</p> <p>Sustainable and effective-build on effective recall and observing others to aid performance.</p> <p>Sustainable and effective-retain. Develop wider range of self-organised activities.</p> <p>Sustainable and effective-retain coaching and signposting to facilities in the community.</p>

Signed off by	
Head Teacher:	Clare Cantwell
Date:	19.7.22
Subject Leader:	Joanne Bushell
Date:	20.7.22
Governor:	Demi Houghton
Date:	20.7.22