



# Evidencing the impact of the Primary PE and sport premium

Website Reporting Tool  
July 2021



**Alexandra**  
Primary School

Aspire, Perform, Succeed

Commissioned by



Department  
for Education

Created by



It is important that school uses the PE and sport premium grant 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) that is offered. This means that at Alexandra Primary School we should use the Primary PE and sport premium to:

- Develop or add to the PESSPA activities that school already offers
- Build capacity and capability within the school to ensure that improvements made now will benefit pupils joining the school in future years

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 is designed to help school to review our provision and to report our spend. The DfE encourages schools to use this template as an effective way of meeting the reporting requirements of the Primary PE and sport premium.

We have reflected on the impact of current provision and reviewed 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.**

School will update the table regularly and publish it on our website throughout the year. This evidences our ongoing self-evaluation of how we are using the funding to secure maximum, sustainable impact. Final copy must be posted on our 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

Total amount carried over from 2019/20	£0
Total amount allocated for 2020/21	£21400
How much (if any) do you intend to carry over from this total fund into 2021/22?	£0
Total amount allocated for 2021/22	£22270
Total amount of funding for 2021/22. To be spent and reported on by 31st July 2022.	£

## Swimming Data

<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 2020.</p> <p>Please see note above</p>	32%
<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>	26%
<p><b>What percentage of your current Year 6 cohort perform safe self-rescue in different water-based situations?</b></p>	6%
<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>	No



Key indicator 2: The profile of PESSPA being raised across the school as a tool for whole school improvement				Percentage of total allocation:
				3%
Intent	Implementation		Impact	
School focus should be clear what we want the pupils to know and be able to do and about what they need to learn and to consolidate through practice:	Actions to achieve are linked to our 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:
<ul style="list-style-type: none"> <li>• Increase the profile, enjoyment and subject with consistent teaching and use of TA sports specialist during lessons.</li> <li>• Purchase new team kits</li> <li>• Report through regular newsletter and on website sporting achievements</li> <li>• Use of PE display board</li> <li>• Assemblies led by pupils celebrating achievements and major sporting events</li> <li>• Celebrate participation through certificates</li> <li>• Invite visitors to school as role models</li> <li>• C8 sporting events attended with A,B and C teams</li> <li>• Sponsored events</li> <li>• Display awards and trophies prominently</li> </ul>	<ul style="list-style-type: none"> <li>• Appointment of TA with sports specialism to deliver high quality PE alongside class teachers and to have responsibility for increased participation in competitions and run clubs.</li> <li>• Ensure values are demonstrated in lessons and in competitions</li> <li>• Purchase new kits</li> <li>• Assemblies led by pupils celebrating achievements and major sporting events</li> <li>• Noticeboards updated by PE Lead</li> <li>• Participate in C8 sports events</li> <li>• Invite visitors to speak to children</li> <li>• Hold sponsored events</li> </ul>	£600	<ul style="list-style-type: none"> <li>• PE has a team that is accountable for the subject and who are able to drive the subject forward.</li> <li>• PE lead regularly liaises with teachers and delivers INSETS.</li> <li>• PE lead keeps up-to-date with local competitions and organising clubs.</li> <li>• Values displayed</li> <li>• Regular reports/ news reported in newsletter and on website</li> <li>• Leaders make and present certificates to pupils in their clubs and competitions</li> <li>• Pupil voice</li> <li>• Newsletter/ website reports</li> <li>• Club registers</li> <li>• Data on tracking system</li> <li>• Improved attitude towards PE</li> </ul>	<ul style="list-style-type: none"> <li>• Further ongoing help/support for NQTs / as they progress through their career and induction of new staff.</li> <li>• Assemblies to share PE impact</li> <li>• Values and ethos</li> <li>• PE aims shared in the PE policy</li> </ul>

Key indicator 3: Increased confidence, knowledge and skills of all staff in teaching PE and sport				Percentage of total allocation:
				19%
Intent	Implementation		Impact	
School focus should be clear what we want the pupils to know and be able to do and about what they need to learn and to consolidate through practice:	Actions to achieve are linked to our 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:
<ul style="list-style-type: none"> <li>Enhance the knowledge, confidence and skills of staff to ensure the quality of PE is consistently 'Good' or better across the school</li> <li>Investment in a robust scheme and lesson planning for Dance and gymnastics for teachers</li> <li>PE subject leader to give clear guidance on what is to be taught</li> <li>PE lead to help improve confidence and expertise of staff</li> <li>Ensure all staff knowledgeable about overview, units and lessons</li> <li>PE lead to be supported by members of SLT to ensure effective subject leadership and monitoring</li> <li>PE lead to attend training to improve knowledge and then train up staff in more sports/ activities</li> <li>PE and specialist TA lead to team teach / support</li> </ul>	<ul style="list-style-type: none"> <li>Specialist coaches and TA to teach alongside teachers and target the disadvantaged and SEN children</li> <li>Purchase SOW for Dance and Gymnastics</li> <li>INSET/ Staff Meeting on gymnastics</li> <li>Subject leader to write clearly linked curriculum maps and progressions of skills document to support teachers planning</li> <li>Staff meeting to introduce document</li> <li>Adjust planning to enable catch-up during lockdown or class closures</li> <li>Provide online lessons / videos during school / class closures</li> <li>Subject leader to attend courses</li> <li>Subject leader to team teach / support</li> </ul>	£10350 – 60% contribution from current coaching budget	<ul style="list-style-type: none"> <li>Teachers more confident in delivering PE. The scheme has improved differentiation and skill progression / set-up.</li> <li>Staff Meeting using bought SOW in Dance &amp; Gymnastics</li> <li>Team teaching and observing subject leader so all teachers have training</li> <li>Curriculum maps and progression of skills document</li> <li>Support staff with expertise used to run clubs and support in lessons</li> <li>Improved attitude towards PE</li> <li>Data on tracking system</li> <li>Observations by PE Lead</li> <li>Pupil voice/feedback</li> </ul>	<ul style="list-style-type: none"> <li>PE teacher to demonstrate a live gymnastics lesson with apparatus.</li> <li>Ensure all new staff trained</li> <li>Regular PE focus staff meetings</li> <li>Share expertise amongst new staff</li> <li>PE subject leader to monitor regularly</li> </ul>

Key indicator 4: Broader experience of a range of sports and activities offered to all pupils				Percentage of total allocation:
				2%
Intent	Implementation		Impact	
School focus should be clear what we want the pupils to know and be able to do and about what they need to learn and to consolidate through practice:	Actions to achieve are linked to our 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:
<ul style="list-style-type: none"> <li>• Subject Leaders to update curriculum map to ensure coverage of a range of sporting activities</li> <li>• Improved attitudes and participation in PE</li> <li>• All pupils to participate in 2 hours of PE per week</li> <li>• All pupils have an opportunity to engage in extra-curricular PE</li> <li>• More opportunities available for children to experience</li> </ul>	<ul style="list-style-type: none"> <li>• Subject leader to write year group curriculum maps</li> <li>• Purchase equipment for new sports</li> <li>• Broad range of clubs offered before and after school</li> <li>• Better range of activities available at lunchtimes and playtimes</li> <li>• Leader to introduce new activities and games from different cultures</li> </ul>	£500 school contribution for Sports Plus clubs	<ul style="list-style-type: none"> <li>• Curriculum maps written</li> <li>• Bike training</li> <li>• Playground improved-play equipment</li> <li>• improved attitude towards PE</li> <li>• Data on tracking system</li> <li>• Observations by PE lead</li> <li>• Pupil voice / feedback</li> <li>• Club timetable</li> <li>• Club registers</li> <li>• Updates in newsletter</li> </ul>	<ul style="list-style-type: none"> <li>• Staff offering extra-curricular clubs</li> <li>• Club links – invite local sports clubs in to do taster sessions</li> <li>• Link to CPD – staff to learn new activities to offer e.g. yoga, school breathe techniques</li> <li>• Engage parents in club offer</li> <li>• Continue to run competitive events with C8 and local schools</li> <li>• Improved range of clubs for KS1</li> </ul>

Key indicator 5: Increased participation in competitive sport				Percentage of total allocation:
				11%
Intent	Implementation		Impact	
School focus should be clear what we want the pupils to know and be able to do and about what they need to learn and to consolidate through practice:	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:
<ul style="list-style-type: none"> <li>• Increase participation at competitions</li> <li>• Pupils to develop sports fair play, focusing on our school games values (respect, resilience, responsibility, kindness, aspiration and courage) and our learning behaviours (collaboration, independence, engagement and perseverance)</li> <li>• PE team to develop the confidence of sports leaders and playground leaders and provide greater opportunities for students to lead, manage and officiate</li> <li>• Sport Impact`s competition package offering a range of competitions. This also entitles us to free tennis coaching by Dukes Meadows.</li> </ul>	<ul style="list-style-type: none"> <li>• Join more School Games Competitions through Sports Impact and C8</li> <li>• Leaders to run competitions at break and lunchtimes</li>   <li>• Sport Impact`s competition package offering a range of competitions. Free tennis coaching by Dukes Meadows.</li> </ul>	£2400	<ul style="list-style-type: none"> <li>• Values displayed and shared</li> <li>• Team registers</li> <li>• Pupil voice / feedback</li>   <li>• Children participate in virtual or face to face events where appropriate</li> </ul>	<ul style="list-style-type: none"> <li>• Display values in hall and playground</li> <li>• Staff offering extra-curricular clubs</li> <li>• Pupils learning to officiate</li> <li>• Friendlies against other schools</li> </ul>

Signed off by	
Head Teacher:	John Norton
Date:	July 2021
Subject Leader:	Caroline Smith
Date:	July 2021
Governor:	
Date:	July 2021