

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 for Isambard Kingdom Brunel Primary School (IKB)

Please complete the table below.

Total amount carried over from 2019/20	£0
Total amount allocated for 2020/21	£0
How much (if any) do you intend to carry over from this total fund into 2021/22?	£0
Total amount allocated for 2021/22	£16260
Total amount of funding for 2021/22. To be spent and reported on by 31st July 2022.	£16260

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>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>	N/A
<p>What percentage of your current Year 6 cohort swim competently, confidently and proficiently over a distance of at least 25 metres?</p> <p>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 2020.</p> <p>Please see note above</p>	N/A
<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>	N/A
<p>What percentage of your current Year 6 cohort perform safe self-rescue in different water-based situations?</p>	N/A
<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>	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: 2021/22		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>					Percentage of total allocation: 83%
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>Introduction of playground markings and climbing hold shaped grips to ensure that physical development of all children is being prioritised in our outdoor environments as well as indoors.</p> <p>Physical development is one of the seven areas of the EYFS and is used to develop: a child's movement; handling of objects; understanding of their own body and health and levels of self-care. Children do this in a range of ways including spatial awareness when moving, co-ordination of small and large movements (fine and gross motor skills) and how to effectively use tools and equipment.</p>	<p>Children to receive additional opportunities to enhance their own physical development through a wider variety of outdoor resources e.g. playground markings and climbing hold shaped grips. Available and accessible to all children in Nursery, Reception and Year 1.</p> <p>Development of the current PE curriculum will continue throughout the year with these resources used for warm-ups. The resources will also become a key element in break-time and lunch-time play for all children.</p>		£13442.30	<p>Purchased, however still awaiting installation. Due to significant, unforeseen ground work problems linked to drainage on the school site the installation has been delayed until the 2022-23 academic year to allow for the groundwork to be carried out over the Summer of 2022.</p> <p>Once installed we will see the markings and apparatus significantly impacting upon the development of gross motor and fine motor movements of all children since opportunities to access these facilities have been built into the EYFS and school planning e.g. PE, PSHE, Literacy,</p>	
				<p>Children to have access to the markings and apparatus upon completion (booked for October 2022). To ensure all year round usage we have included all weather matting for apparatus to be built upon. This will also ensure a safer environment for all children.</p> <p>To further develop the outdoor physical development areas we will be dedicating a portion of the 2022-23 Sports Premium funding to physical development for gross and fine motor movement to ensure that we are still catering for all children as we organically grow</p>	

<p>Physical activities promote healthy growth and development. It helps build a healthier body composition, stronger bones and muscles. It also improves the child's cardiovascular fitness. Physical activities from a young age have various benefits which reach far beyond only physical development. A child can physically, mentally, socially and emotionally develop by taking part in physical activities. Increased movement and physical activity does create healthy habits and has numerous benefits for the child. It helps improve confidence, self-esteem and also in developing healthier social, cognitive, and emotional skills.</p>			<p>Maths. The will then positively impact their progress in further areas such as literacy (writing), PE (body movements and handling of sports equipment), etc.</p> <p>Since the pandemic we have seen a decline in the physical, social and emotional resilience of children and these markings and access to these markings and apparatus will create opportunities within learning time and during break/ lunch times for all children to be more active and sociable, whilst building their confidence, self-esteem and resilience.</p>	<p>as a school one year at a time e.g. age and height appropriate apparatus to meet the needs of growing children.</p>
<p>Key indicator 2: The profile of PESSPA being raised across the school as a tool for whole school improvement</p>				<p>Percentage of total allocation: 2%</p>
<p>Intent</p>	<p>Implementation</p>		<p>Impact</p>	
<p>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:</p>	<p>Make sure your actions to achieve are linked to your intentions:</p>	<p>Funding allocated:</p>	<p>Evidence of impact: what do pupils now know and what can they now do? What has changed?:</p>	<p>Sustainability and suggested next steps:</p>

<p>Introduction of school's house reward system. House tokens per class to be linked to school reward system and working in conjunction with PE.</p>	<p>Purchase all equipment for the house system including tokens, tubes and wall mounted brackets. All children to be assigned a house and reward system drawn up to a line with school policy.</p>	<p>£311.20</p>	<p>Two of our school and Trust values include 'Every child belongs' and 'Every child participates'. Pupil voice shows greater evidence of a sense of belonging and greater opportunities for participation, particularly in physical activity e.g. 100% say they enjoy school and teachers help them to achieve their best; 98% say the school encourages children to look after their emotional and mental health; 100% say the school encourages children to look after their physical health e.g. nutrition, exercise, sleep, self-care, etc; 100% say they would recommend the school to other children.</p> <p>This is mirrored by parent/ carer voice: 97% say their child/ren is/are happy in school; 91% say that IKB supports the wider personal development of their child/ren; 100% say their child/ren have regular access to multiple enrichment activities; 100% say they would recommend the school to another parent.</p>	<p>Continue resource and train staff on the reward system so that it can grow with the school as it grows year-on-year, in line with our Trust values. Increasing opportunities, particularly linked to sport and physical activity (like sports day this year), where the reward system can be effectively used e.g. extra-curricular clubs, lunch time activities, etc.</p>
			<p>Participation in extra-curricular</p>	

			active clubs (see below) has increased for all groups this academic year.	
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Key indicator 3: Increased confidence, knowledge and skills of all staff in teaching PE and sport	Percentage of total allocation:
	6%

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?:
Percentage of salary of Trust secondary PE staff: - Staff CPD - Staff meetings - PE Curriculum	All teachers and TAs to be upskilled with CPD sessions through staff meetings, twilights and one-to-one support. Development of the current PE curriculum will also continue through the year.	£1000	A well sequenced and PE curriculum from EYFS to Year 1 which clearly demonstrates a building and development of knowledge and skills from the previous year, particularly in core areas linked to fine and gross motor movements e.g. ball striking, throwing, catching, balance, agility, etc. Pupil voice shows greater evidence of children having learned and understood knowledge than in the previous academic year. Participation in extra-curricular active clubs (see below) has increased for all groups this academic year.
			Sustainability and suggested next steps:
			As the school continues to grow year on year to further develop CPD in these areas at age appropriate levels for children and in line with curriculum planning e.g. inclusive of swimming lessons, taking the knowledge from skills development into organised sports. Year 2 and then transitioning to KS2 will be the focus.

Key indicator 4: Broader experience of a range of sports and activities offered to all pupils	Percentage of total allocation:
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				9%	
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:	
Introduce children to a greater variety of extra-curricular activity in the hope they continue with sport post primary and we create a greater enthusiasm for sport and physical activity.	Set up and run extra-curricular clubs for 'non-conventional' sports such as fencing and/ or golf sets. Equipment purchased for these clubs will facilitate best provision possible.	£1506.50	Dance club, golf club, Wake N' Shake, Language club and eco club have been four very popular clubs that have run this academic year with movement and physical activity at their core. Data of club participation shows increases in for all groups, particularly for PP and SEND children.	As well as these five clubs continuing next year we are increasing provision for sport through clubs by running a weekly 'sports club' throughout the entire academic year: Term 1 = football, Term 2 = gymnastics, Term 3 = basketball, Term 4 = hockey, Term 5 = tennis, Term 6 = athletics.	
			2020-21		2021-22
			All = 81% PP = 60% SEND = 40%		All = 82% PP = 67% SEND = 80%
			All = 72% PP = 40% SEND = 40%		All = 74% PP = 67% SEND = 50%

Key indicator 5: Increased participation in competitive sport				Percentage of total allocation:
				0%
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:
N/A	N/A	N/A	N/A	N/A

Signed off by		Reviewed by
Head Teacher:	Richard Healey	Richard Healey
Date:	5/10/21	18/7/22
Subject Leader:	Richard Healey	Richard Healey
Date:	5/10/21	18/7/22
Governor:	Lisa Denson	Lisa Denson
Date:	18/10/21	18/7/22