

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](https://www.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](#).

Created by:



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Details with regard to funding

Please complete the table below.

| | |
|---|-----------|
| Total amount carried over from 2019/20 | £ |
| Total amount allocated for 2020/21 | £ |
| How much (if any) do you intend to carry over from this total fund into 2021/22? | £ |
| Total amount allocated for 2021/22 | £ 17,191 |
| Total amount of funding for 2021/22. To be spent and reported on by 31st July 2022. | £ 17, 191 |

Swimming Data

Please report on your Swimming Data below.

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| 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 | n/a – Infant School |
| 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 2020. Please see note above | % |
| 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 | % |
| What percentage of your current Year 6 cohort perform safe self-rescue in different water-based situations? | % |
| 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? | 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.

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| Academic Year: 2021/22 | Total fund allocated: £17, 191 | Date Updated: July ‘22 | | |
| 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 | | | Percentage of total allocation: | |
| | | | 64% | |
| 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 engage KS1 in active lunchtimes by employing a sports coach. | Sports coaches will be employed at lunchtime to increase the level of physical activity played during the week. Three times a week. | £3510 | Children have engaged well in the lunchtime provision and the feedback from SMSA staff is that children who usually find lunchtimes tricky and who can display challenging behaviour have been occupied and enjoying the lunchtime games and activities that are more structured than the usual play. The sports coach employed to runs these sessions also works with the children in directed curriculum time so a good relationship has been established. There has been joined up thinking between the teachers and coaches who liaise re the | To build upon this and to continue to employ the Signature Sports coaches to run these lunchtime clubs in the next academic year. Maybe use coaches to target specific children who would benefit from a one to one sporting role model. |
| To increase opportunity for, and promote a love and appreciation of, physical activity and fitness | Daily wake and shake/ physical dev activity in classes (brain breaks etc) | | | |

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| <p>Ongoing subscription to REAL PE and the online teaching and learning tool Jasmine.</p> | <p>All children will have two hours timetabled of high-quality PE lessons using Real PE/Real Gym/ Dance</p> <p>Sports coaches to team teach alongside teaching staff including physical activities in continuous provision for two year groups a term (the third year group covers PPA and is not included); this will be changed later in the year to target less-active children or those who are not confident about sport</p> <p>Enhanced provision through membership of CSET partnership: subject leader meetings and KS1 network; Festivals (termly) – striking; catching and throwing. Multi skills, New Reception festivals Dance Festival for chance to perform.</p> | <p>£594</p> <p>£4800</p> <p>£2,160</p> | <p>Real PE units taught and who work together to deliver the Real PE curriculum.</p> <p>Staff have access to high quality lesson resources to ensure quality first teaching for all pupils. PE coaches have the same access and use Jasmine learning platform.</p> <p>The team teaching has been a success, the teachers and coaches working alongside each other to provide high quality PE. The positive outcome of this has been CPD for some teachers who have had little PE training and have felt upskilled by working alongside the PE coaches,. The PE coaches have benefited by having the teachers with them who know the children well and to share behaviour strategies.</p> <p>Maximisation of opportunities for all children to be involved in festivals to be able to compete with local schools and to raise the profile and importance of PE across the school. Children who participated have been celebrated in assemblies and also on newsletters and via Twitter/ website.</p> <p>Reception Dance festival –new</p> | <p>Continue to use the SOW and online resources.</p> |
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| | | | this year) a huge success. | |
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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: % |
| 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: |
| Link physical activity with wellbeing and mental health as well as personal development To raise profile of PE by bringing in sporting heroes. | Use sporting figures as models for respect and understanding/celebrating difference e.g. Paralympian visitor; local sporting stars | £0 | Jack Rutter Paralympian footballer visited and led all children in a sporting activity and children got sponsored. The impact on the children was evident. Vast amounts of money was raised in sponsorship by the children as a result for the school to spend on PE equipment. Future visits from Jack are expected and links with him and the school. | Plan to invite a Paralympian next year to repeat the experience. |
| Increased opportunity to access sport after school as well as during school day. | Opportunities to be involved in after school sport. More clubs introduced and available to all year groups. Dance club as a new addition. | NA | More children accessing after school sports clubs. | To promote after school sport and to provide different sports available, possibly reintroduce tennis club. |

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| Key indicator 3: Increased confidence, knowledge and skills of all staff in teaching PE and sport | | | | Percentage of total allocation: |
|--|--|---|--|---|
| | | | | 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: |
| To maximise opportunities for staff CPD to build confidence in delivering PE and to enhance the experience and opportunities of the children in Physical activity. | <p>Training from Real PE T4 refresh from INSET. Include sports coaches and whole school.</p> <p>Sports coaches training lunch break supervisors, and all staff, with playground games CSET CPD opportunities: training on request</p> <p>Release time for Sports lead to meet with CSET, work with coaches on delivery and attend events</p> | <p>£500 estimate</p> <p>£100 estimate (KI 1)</p> <p>£1000 estimate supply</p> | <p>All teachers are more familiar and versed in using Real PE and also Real Gym. Children benefited from lessons being sequential and frequent. SMSAs using PE equipment on a rota to tie in with PE coach activities. More physical activity being encouraged during lunch time break.</p> <p>PE lead had various meetings with CSET, some in a splinter group of just KS1 PE Leads, all after school so no supply finding needed. All events attended, again after school hours,</p> | <p>Future CPD to be planned in.. For Real PE as a re-fresh.</p> <p>Continue to be part of CSET partnership and to be fully involved in CPD opportunities.</p> |
| Key indicator 4: Broader experience of a range of sports and activities offered to all pupils | | | | Percentage of total allocation: |
| | | | | 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: |

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| <p>Additional achievements:</p> <p>Participation in CPD for dance and involvement in Dance Festival in CSET cluster.</p> <p>Full involvement in all Key Stage One festivals through CSET and also PE association and MAD cluster.</p> <p>More Sports clubs on offer and to Reception as well.</p> | Reception Dance Festival Term 5 | Cset (KI 1) | Children enthused by dance and keen to try dance club afterwards run on a Friday after school. | Future involvement in dance festival, possibly more teachers involved in dance CPD In the future. (LW and ML attended this year) |
| | Day trips to Team Bath for Y1 and Y2 to experience a wide range of sports at Olympic facilities | £12 per child x 120 children = £1,440 | Final Arrangements for experience are still to be finalised by co-ordinator at Team Bath. Initial ideas and possibilities for trip being discussed. Keeping trip on hold until next year. | Plan Team Bath trip earlier in academic year, possibly Term 3. |
| | Queens Baton Relay – relay races in year groups. Term 6. | CSET (KI 1) | All Children involved in activity with local schools to raise profile of upcoming Commonwealth Games in July. Impact : Children aware of Commonwealth games and all part of a joint community physical activity. | Future involvement in all CSET activities. |
| | Coaches employed to provide more sporting opportunities. | CSET coaches employed to provide enrichment opportunities for all children – eg golf, boccia and New Age Curling CSET (KI 1) | Children benefited from involvement in different PE activities. | CSET coaches to be booked for Sports week to provide enrichment opportunities. |

| Key indicator 5: Increased participation in competitive sport | | | | Percentage of total allocation: |
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| | | | | 1.3% |
| 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: |
| Following Covid restrictions, to reintroduce competitive opportunities and use them as team building and resilience (Keeping Going Bears) | <p>Inter school: Festival of Sport in June (PE Association) term 6; KS1 Festivals CSET Reception Festivals x2</p> <p>Inter-school competition: Olympiad (CSET) term 6 Infant Agility .</p> <p>Intra-school: Sports Day – carousel and races in classes; sports coaches to organise competitive sports between classes in a year group during Real PE.</p> | <p>£40 for PE Association membership and t shirt allocation.</p> <p>Included within CSET cost KI 1 Travel (coach) cost: £200</p> | <p>Two teams of Year 2 children entered into Festival of Youth Sport. (Saturday 2nd July) Children have experienced a different larger venue to be involved in sport and to compete with many other schools.</p> <p>Opportunity for all Year 2 children to compete against other Year 2 children in schools from MAD cluster</p> <p>Inter and Intra competition opportunities and to experience and be part of sporting event.</p> | Future involvement in FOYS. Involvement in Olympiad and sports week. |

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| Signed off by | |
| Head Teacher: | <i>Abigail Hodge</i> |
| Date: | <i>July '22</i> |
| Subject Leader: | <i>Lisa Warren</i> |
| Date: | <i>July '22</i> |
| Governor: | |
| Date: | |