

Evidencing the impact of the Primary PE and sport premium

Website Reporting Tool

Revised July 2021



Commissioned by



Department
for Education

Created by



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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.

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?	£17, 485
Total amount allocated for 2021/22	£28, 918
Total amount of funding for 2021/22. To be spent and reported on by 31st July 2022.	£17, 485

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>	
<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 2021. (Y6 Cohort 2022)</p> <p>Please see note above</p>	90%
<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>	78%
<p>What percentage of your current Year 6 cohort perform safe self-rescue in different water-based situations?</p>	40%
<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.

Academic Year: 2021/22		Total fund allocated: £28, 918		Date Updated: July 2022	
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: 23%
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:
<ol style="list-style-type: none"> Develop FS outdoor provision so children can be more physically active throughout the day Provide opportunities for daily physical activity by exploring opportunities for children to be active at social times during the day (playtimes and lunchtimes) 	<ol style="list-style-type: none"> Purchase a variety of resources which can be used by children in the FS outdoor area to ensure they are more physical throughout the day Engage the services of OPAL (Outdoor Play and Learning) to enhance playtime and lunchtime provision by training staff and supporting the development of the outdoor space Purchase a variety of resources for children to play with during playtimes and lunchtimes. Use of the PE specialist to train children as sports ambassadors and play leaders 		<ol style="list-style-type: none"> £800 £5 907 	<ol style="list-style-type: none"> Children in FS have greater opportunity to be physically active throughout the day to support development of gross motor skills Children will have a wider range of opportunities to take part in physical play during playtimes and lunchtimes. 	<ol style="list-style-type: none"> Due to moving the FS classrooms thus the outdoor space, install a canopy and explore opportunities to further develop the FS outdoor classroom Continue with this provision – play leader to lead assemblies next year and provide specific clothing – tabard or hat – to help identify

Key indicator 2: The profile of PESSPA being raised across the school as a tool for whole school improvement				Percentage of total allocation:
				27%
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:
1. Embed a PE curriculum map where all children participate in 2 hours of PE per week	1. PE SL to map and timetable PE across the school	1. £550.00	1. Get Set 4 PE has been implemented across the school which ensures teachers have access to quality first teaching resources and are confident in planning and resourcing lessons	1. SL to monitor implementation of scheme and quality first teaching Whole school display board to recognise provision
2. Develop a progressive curriculum for pupils to develop their knowledge and skills across a range of sports and activities	2. PE SL to implement the new PE scheme identifying key knowledge and skills for children to build on which will include training for staff	3. £7172.00	2. It will be next year when the children re-visit sports and activities when we will begin to see the impact	2. SL to review teacher and pupil voice alongside lesson monitoring
3. Upgrade the resources including storage and accessibility to support quality first teaching of PE	3. SL to review current PE resources and accessibility inline with new curriculum offer and purchase accordingly		3. Resources and equipment being used so children have access to higher quality resources during every PE lesson	3. SL to monitor resources

Key indicator 3: increased confidence, knowledge and skills of all staff in teaching PE and sport				Percentage of total allocation:
				20%
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:

1. Improve the quality of learning by providing CPD to teachers thus improving knowledge, skills and confidence	1. PE specialist to model lessons, team teach and support planning and assessment Liaise with cluster schools	1. £5 400	1. Improved teacher knowledge and confidence to plan and teach PE impacting on quality first teaching – completed survey	1. Review need to continue provision from specialist teacher – PE SL to take over?
2. SL to disseminate knowledge in order to support teachers	2. PE SL to attend relevant sport conferences and network meetings then support staff during staff meetings	2. 320	2. Teachers are aware of recent updates and improvements	2. Continue next year

Key indicator 4: Broader experience of a range of sports and activities offered to all pupils

Percentage of total allocation:
10.5%

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:
1. Provide forest school opportunities	1. Secure a forest school provider to ensure a large percentage of children have access to provision	1. £2 520	1. Children developed wider skills whilst participating in forest school	1. Continue with provision next year
2. Enhance FS outdoor area with forest school resources	2. Specialist provider to recommend resources to enhance FS provision	2. 200	2. Children were able to continue and refine their skill and enjoyment due to access to suitable resources	Train all staff in basic elements of forest school provision
3. Participate in the West Wiltshire Dance Festival	3. Children to have the opportunity to perform in front of an unfamiliar audience	3. £320	3. Children showed commitment to learning and practising a dance then performing in front of a large audience at a professional venue.	2. Monitor use of resources
				3. Participate in the Dance Festival next year
				Participate in Bath Uni alternative sports day for KS1
				Use PE specialist to teach alternative sports
				Provide a wider variety of sporting after school clubs
				Y6 Children to participate in lessons for 'self-rescue' in water
				Participate in Bikeability and scootability

Key indicator 5: Increased participation in competitive sport				Percentage of total allocation:
				2%
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?:
1. Maintain membership of WWSGO 2. Children to participate in cluster and area games/activities 3. Children to participate in inter-house competitions	Pay subscription 2. Work with other schools in the cluster to participate in competitive games/activities 3. Ensure sports day and track races are held competitively where points are awarded on a house and individual level thus identifying and rewarding winners		1. £175 2. £320	1. Access to school games 2. Children had opportunity to participate in a reduced number of activities but the school did host an inter-school football tournament 3. Children enjoyed participating and competing in the track races and sports day
				Sustainability and suggested next steps: 1. Apply for award 2. SL to ensure cluster collaboration in planning competitive events in addition to area activities Specialist PE to plan opportunities for competitions based on the sports he is providing Develop sports display showing the different sports the school has competed in 3. PE SL to plan additional inter-house opportunities Use sports leaders to help organise events

Signed off by	
Head Teacher:	Helen Rutt
Date:	July 2022
Subject Leader:	Mark Birleson
Date:	July 2022
Governor:	Graham Adams
Date:	July 2022