

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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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 2023.**

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 2022. To see an example of how to complete the table please click [HERE](#).

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Details with regard to funding

Please complete the table below.

| | |
|---|---------|
| Total amount carried over from 2020/21 | £8480 |
| Total amount allocated for 2021/22 | £26,180 |
| How much (if any) do you intend to carry over from this total fund into 2022/23? | £0 |
| Total amount allocated for 2022/23 | £17,700 |
| Total amount of funding for 2022/23. To be spent and reported on by 31st July 2023. | £17,700 |

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 | |
| 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 | 67% |
| 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 | 67% |
| What percentage of your current Year 6 cohort perform safe self-rescue in different water-based situations? | 67% |
| 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? | 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: 2020/21 | | Total fund allocated: | Date Updated: | |
|--|---|-----------------------|--|--|
| 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: |
| | | | | 89% |
| 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: | | Evidence of impact: what do pupils now know and what can they now do? What has changed?: | Sustainability and suggested next steps: |
| To provide an enriched PE curriculum | ➤ Develop teachers confidence in delivering PE ➤ TLE to continue delivering PE sessions and extra-curricular activities during lunchtimes and after school including 3 full-day workshops ➤ Ideas from pupil voice to contribute to PE curriculum – what would they like to see? ➤ Continue affiliation with Somerset CCC and accessing 7 weeks of free cricket sessions for various classes. ➤ Additional resources to deliver PE sessions | | £12,350 - TLE £30 – SCCC affiliation £30 – SCCC affiliation | • Teachers to continue to shadow PE coaches and PE co-ordinator to aid CPD. • Continue to use PE Passport to help assessment which will assist the planning of lessons. • Monitor PE equipment throughout the year with termly stocktakes. |

| To develop an extensive extra-curricular provision to enable all pupils to participate in different PE /sporting opportunities | <ul style="list-style-type: none"> ➤ Provide children with 'alternative' sporting activities during enrichment days ➤ Use the PE Passport APP to track participation of vulnerable groups in extra-curricular activities ➤ Pupil interview to ascertain what extra-curricular clubs they would like to do ➤ Offer extra-curricular clubs that are accessible for all ages | £3334.50 – Tai Chi | <ul style="list-style-type: none"> ❖ Increased participation in extra-curricular activities ❖ Improved attendance and engagement of pupils Improved standards e.g. remembering correct PE equipment and clothing | <ul style="list-style-type: none"> • Use PE Passport to monitor extra-curricular participation. • Use PE Passport to analyse attendance and remembering PE kit. |
|---|---|--------------------|---|--|
| To offer a range of opportunities to improve mental and physical well-being | <ul style="list-style-type: none"> ➤ Provide a broad range of activities and constantly re-evaluate provision on enrichment days ➤ To introduce daily 10 minute, classroom based 'get active' activities | | <ul style="list-style-type: none"> ❖ Positive attitudes to health and well-being ❖ A more inclusive curriculum that inspires and engages all pupils ❖ Improved focus and concentration in classroom | <ul style="list-style-type: none"> • Child questionnaires to evaluate the effect PE is having on their mental well-being. • Regular updates on school PE lessons via weekly newsletters. |
| Key indicator 2: The profile of PESSPA being raised across the school as a tool for whole school improvement | | | | 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: |
| To ensure that external coaching staff are utilised effectively to enhance the PE curriculum | ➤ Audit provision of PE provider – TLE. Analyse to ensure that PE delivery is high quality and is broad and balanced and meets the needs of all pupils. | | <ul style="list-style-type: none"> ❖ Enhanced provision that is broad and balanced ❖ Enhanced quality of teaching and learning ❖ Increased pupil participation | <ul style="list-style-type: none"> • Lessons observation to evaluate the PE being delivered by TLE and teaching staff. |

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| | <ul style="list-style-type: none"> ➤ Teaching staff to observe specialist teachers to develop own skills and confidence ➤ Use PE passport to access planning for terms where classes do not have PE coach | | <ul style="list-style-type: none"> ❖ Positive impact on pupil's attitudes to PE ❖ CPD provided for support staff and teaching staff to increase confidence ❖ Enhanced provision that is fit for purpose | <ul style="list-style-type: none"> • Child questionnaires to evaluate their attitude towards school PE. |
|--|---|--|--|--|

| Key indicator 3: Increased confidence, knowledge and skills of all staff in teaching PE and 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: |
| Boost confidence, and improve knowledge and skills of all staff in delivering PE and sport | <ul style="list-style-type: none"> ➤ CPD provided for support staff and teaching staff ➤ Accessing courses for staff who require training ➤ Observe and feedback to PE coaches and school staff delivering PE sessions | £250 – CPD courses | <ul style="list-style-type: none"> ❖ Boosting confidence for teaching staff delivering PE and swimming ❖ Improved session based on PE co-ordinator feedback | <ul style="list-style-type: none"> • Staff questionnaires to evaluate effectiveness of shadowing TLE coach. • Continue to source external CPD opportunities for staff. |
| Key indicator 4: Broader experience of a range of sports and activities offered to all pupils | | | | Percentage of total allocation: |
| | | | | 8% |
| 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 | 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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| consolidate through practice: | | | | |
| Improve the range of alternative sporting opportunities | <ul style="list-style-type: none"> ➤ Continue with 'Golden Mile' - 10-minute running activity. ➤ Plan sports festival through external companies e.g. wall climbing etc. ➤ Train up 'Sports Crew / PE leaders' to lead lunchtime clubs and house competitions. ➤ Monitor and replenish equipment for lunchtime play | <p>£1320 – Sports festival</p> <p>£100 – SC uniform</p> | <ul style="list-style-type: none"> ❖ Positive attitudes to health and well-being ❖ A more inclusive curriculum that inspires and engages all pupils ❖ Improved attendance and behaviour ❖ Increased school-community links ❖ Increasing the amount of pupils reaching the daily target of 30 minutes active | <ul style="list-style-type: none"> • Promote achievements for Golden Mile through certificates and newsletter recognition. • Plan another Sports Festival week for 2023. • Spring term after-school club to train up Sports Crew members. • Stocktake of lunchtime equipment. |

| Key indicator 5: Increased participation in competitive sport | | | | Percentage of total allocation: |
|---|---|--|---|--|
| | | | | 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: |
| Raise the profile of competitive school sports | <ul style="list-style-type: none"> ➤ Ensure all opportunities are engaged with. ➤ Improve links with other schools. ➤ Engage with School Games Organiser and participate. ➤ Take part in TLE netball, football and rounders leagues. ➤ Participate in Cross Country league. ➤ Participate in the swimming gala. ➤ Organise inter-house competitions. | <p>£200 – allowance for costs of participation in competitions/festivals/sporting events</p> <p>£115 – Sports day awards</p> | <ul style="list-style-type: none"> ❖ Increased participation in extracurricular activities ❖ Improved attendance and engagement of pupils ❖ Increased participation in competitive sport ❖ Increased success in competitions ❖ Clearer talent pathways | <ul style="list-style-type: none"> • Partake in as many inter school competition/events as we are able to access. |

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| Signed off by | |
| Head Teacher: | Tony Wheat |
| Date: | 12/7/22 |
| Subject Leader: | James Bisgrove |
| Date: | 12/7/22 |

Created by:



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| | |
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| Governor: | Sylvia Smith |
| Date: | 12/7/22 |