

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

Please complete the table below.

Total amount carried over from 2019/20	£0
Total amount allocated for 2020/21	£17,490
How much (if any) do you intend to carry over from this total fund into 2021/22?	£0
Total amount allocated for 2021/22	£17,620
Total amount of funding for 2021/22. To be spent and reported on by 31st July 2022.	£17,620

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 2020.</p> <p>Please see note above</p>	<p>81%</p> <p>100% following extra lessons in summer term with y 5</p>
<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>	<p>81%</p> <p>100% following extra lessons in summer term with y 5</p>

<p>What percentage of your current Year 6 cohort perform safe self-rescue in different water-based situations?</p>	<p>81%</p> <p>100% following extra lessons in summer term with y 5</p>
<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>	<p>Yes/No</p>
<p>Key achievements to date until July 2021:</p>	<p>Areas for further development/Future Spends</p>
<p>Attendance at a wide range of events provided by SSP OPAL play activities introduced</p>	<ul style="list-style-type: none"> -Develop 'Sports leaders' who can lead lunchtime games and run interhouse competitions. -Raise the range of children and opportunities children have to take part in competitive sport. -Introduce children to a wider range of sports by bringing in people from different sporting communities to demonstrate and talk about their sport. -Increase activity for those who are least active across KS2 and KS2 -Invest in a scheme that equips teachers to teach high quality lessons and provides progression across the school.

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:	
			44%	
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:
All pupils to be encouraged to engage in at least 30 minutes of daily physical activity in school through a combination of classroom and play or lunchtime activities.	<ul style="list-style-type: none"> - Recruit dedicated OPAL play leader to support and lead play at lunchtimes. - Introduction of 'Sports Reps' to help run games at lunch times and mini inter house competitions (training with BR 13th Dec). - Introduction of 'Huff and Puff' scooters to OPAL play. 	£4600	<p>Children more active and engaged at lunchtime.</p> <p>Play leaders have been introduced however this could be developed further next year to ensure it is more effective.</p>	Investment in outdoor play provision needed to ensure children are being active at lunch time.
Increase participation of least active children in school sport and P.E	<ul style="list-style-type: none"> - Audit/conversations with teachers to identify least active children. - Use of school games to promote activity and engagement in sport. Quad Kids etc. - Workshops with BR (13th 	£1800 (SSP licence)	<p>Workshops were successful, children engaged with activities and keen to partake in extra School's Sports opportunities.</p> <p>Wide range of children across KS2 have had access to extra curricular PE and coaches coming</p>	

<p>Access to high quality teaching resources during PE lessons to support active Teaching and Learning</p>	<p>December) to consider different ways they can move regularly at home too.</p> <ul style="list-style-type: none"> - Review and audit current needs- particularly around schemes of learning. - Audit and update PE equipment to ensure lessons can engage ALL pupils (Stuart Kingwell) 	<p>£1400 max (tbc depending on costs.)</p>	<p>to model lessons to teachers from SSP.</p> <p>Get Set 4 P.E purchased and teachers feeling confident with using it. Shows a clear progression of skills across school.</p>	<p>Establish clear curriculum map and discuss how coaches could be used to target least active.</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: 4%</p>
Intent	Implementation		Impact	
<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>To have talks from inspiring athletes in Sport to motivate children and build enthusiasm for an active lifestyle.</p> <p>Have at least one focused week looking at how to look after our bodies both physically and mentally.</p>	<ul style="list-style-type: none"> - Email local clubs in the area to see if they would be interested in attending and demonstrating their sport. (Karate/ Hockey/ Fencing/ Bath Rugby) - Invite different members of the community in to share their sport/ run engaging sessions. - Look at the eatwell plate and plan, design and make healthy snacks. - Explore the areas that can cause our health to be 	<p>£200 (plus volunteers)</p> <p>£270</p>	<p>Children exposed to: Karate/ Hockey/ Rugby Children (Y6 particularly) keen to join local hockey club.</p> <p>Children have a good understanding of what they can do to look after their bodies including food choices, exercise, water and sleep.</p> <p>Extra days (x2) were put on to focus on our wellness and</p>	<p>Build on this success. Introduce fitness and healthy lifestyles into assemblies on a termly basis.</p>


<p>Raise school attendance at local sporting events.</p>	<p>compromised and discuss how we can overcome these barriers- getting sleep, exercising regularly, drinking water etc)</p> <ul style="list-style-type: none"> - Sign up to School's games events (SSP) - Invite local schools for 'friendly' games particularly Football/ Netball - Speak to class teachers about higher level children when events arise across key stages. - Encourage different members of staff to be at sporting events to show their interest and support to children- not just PE lead. 	<p>(£1800 SSP see above)</p>	<p>wellbeing.</p> <p>School has taken part in at least 11 extra SSP inter school sports activities. (See Enrichment sheet)</p> <p>Extra Netball and Football matches have been played and sorted outside of this too.</p> <p>Running club has been popular</p>	
<p>Increase the number of children attending at least one sports club</p>	<ul style="list-style-type: none"> - Encourage staff to consider running a sport-based club- lunchtime/ after school - Use UandU to run a range of sporting clubs after school across key stages to allow children in KS1 to have extracurricular sport access. 	<p>£0</p>		<p>After school sports offerings to be considered.- can any happen during lunchtime? E.g Dodgeball?</p>
<p>Celebrate all sporting achievements from both staff and pupils</p>	<ul style="list-style-type: none"> - Children to receive recognition in assemblies/ newsletters and are encourages to talk about the effort and commitment it 	<p>£0</p>	<p>Certificates worked whilst we were still doing assemblies virtually- need to think of a way that makes it sustainable on a weekly basis</p>	<p>SB in assemblies on Friday- lead a sports slot?</p>

Raise profile of school sport for staff and children	<p>took to achieve their goals.</p> <ul style="list-style-type: none"> -Invest in school training tops -Audit school 'away' kits and update if necessary -Audit netball bibs and update if necessary. 	£150	<p>Football Kit- children raised money and matched by a sponsor so new football kit is ready to go.</p> <p>Netball bibs updated and used!</p> <p>Staff jumpers invested in for P.E- Staff look P.E ready when teaching.</p>	
--	--	------	---	--

Key indicator 3: Increased confidence, knowledge and skills of all staff in teaching PE and sport				Percentage of total allocation:
				52%
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:
Ensure that the teaching and learning in PE is of a high-level quality.	<ul style="list-style-type: none"> - Use the skill sets of UandU coaches to teach subjects that teachers feel less confident in and encourage teachers to observe lessons. - Audit staff's feelings about teaching PE and identify areas for improvement. - Use contacts within Schools partnership to help run CPD on weaker areas. 	£4000	<p>UandU adapted lessons and teaching style to meet needs of cohorts (y4 in particular).</p> <p>Staff less confident in gymnastics and dance- Sports coaches delivered these sessions this year to model expectations and Y1 had an SSP expert model teaching for KS1.</p>	Continue to identify and evaluate strengths/weaknesses across staff.

Additional achievements:	- Look at which groups are being left out: SEN? KS1? MA? Think of ways to increase numbers/give opportunities for these groups.			
--------------------------	---	--	--	--

Key indicator 5: Increased participation in competitive sport				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:
Encourage children to play in competitive sport.	Subscription to BANES School Sports Partnership. Attend local/ regional county events. Rota of staff to help be at events. If needed, offer transport to further afield events.	£	Raised profile of our attendance at events. Children (Y6 particularly) discovered the joy of competing and are keen to carry on with certain sports as they move into yr 7. Transport used- minibus from MAT to attend events that are further afield.	Rota of staff to ensure fairness of afterschool activities.

Signed off by	
Head Teacher:	
Date:	Updated 17th Dec 2021
Subject Leader:	<i>Sarah Berry</i>
Date:	Updated 17th Dec 2021
Governor:	<i>Paul Evry</i>
Date:	Updated 17th Dec 2021