

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 2020/2021, as well as on the impact it has on pupils’ PE and sport participation and attainment.

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](#).



Details with regard to funding

Please complete the table below.

Total amount carried over from 2020/2021	£5,614
Total amount allocated for 2021/22	£19,530
How much (if any) do you intend to carry over from this total fund into 2022/23?	£8,762
Total amount of funding spent in 2021/22.	£16,382

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>	86%
<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>	74%
<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:		
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: 24%	
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:
<ul style="list-style-type: none"> To create a new curriculum overview of what PE is being taught across the school and when to make sure all children have 2 PE slots a week and engage in regular physical activity throughout the school day. 	<ul style="list-style-type: none"> All staff to have hall slots. E mail staff a grid and complete what is being taught and when. Work alongside DH to link PE into the schools learning journey. Observe a range of PE lessons. Pupil voice survey. Encourage staff to understand the benefits of the daily mile and to try and timetable this in when suitable. Play leaders in place to encourage children to participate in active play and games during lunch times. (CWS to appoint) 	Play leaders equipment – £200 PE equipment – £2286	<ul style="list-style-type: none"> Whole school overview complete and repetition identified in Y5&6. Y5 and 6 will now split the cogs to ensure no repetition. PE lessons observed and all teaching staff are demonstrating excellent subject knowledge around the real PE scheme and implementing this effectively. Pupil voice findings that children are enjoying PE, are aware of the skills they are learning and can identify they have PE twice a week. 	<ul style="list-style-type: none"> Work with Year 5 and 6 teachers to discuss ways around sharing modules in Real PE to avoid repetition. Next year to start planning on how PE will fit in to our wider curriculum and what the journey will be. Continue use of play leaders and identify children to be trained to implement this at lunchtimes.

			<ul style="list-style-type: none"> Play leaders appointed and on playground to support children with active play allowing children to access different games at lunchtimes. 	
<ul style="list-style-type: none"> Future stars to develop competitions in school and encourage active lifestyles through sports competitions and small group interventions. 	<ul style="list-style-type: none"> Children chosen for intervention groups are children lacking confidence in PE and identified children that need support around wellbeing. All children in the school to have a term with future stars to develop competition skills. 	Future stars - £1,500	<ul style="list-style-type: none"> Identified children have enjoyed extra support and active sessions once a week. This has had a positive impact on the children's wellbeing. 	<ul style="list-style-type: none"> Due to the positive feedback FS to continue next year. Identify children for intervention groups.

Key indicator 2: The profile of PESSPA being raised across the school as a tool for whole school improvement	Percentage of total allocation:
	26%

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?:
<ul style="list-style-type: none"> To organise parents to come in and take part in PE interventions to promote the profile of PESSPA through our Real PE scheme. (CWS real play) 	<ul style="list-style-type: none"> MB LP and CWS to have training in real play and start to explore how interventions could be used to benefit the children. Speak to selected parents to discuss the benefits of real play interventions for their 	Nordic walking £750 Access to after school activities for pupil premium children £1852	<ul style="list-style-type: none"> MB LP AND CWS all trained in real play. Unfortunately, due to staff absence and timetabling CWS unable to implement this yet but looking to start this with parents in September.
			Sustainability and suggested next steps: <ul style="list-style-type: none"> Look at which year groups need wellbeing support and change Nordic walking to a different year if necessary. Real play to be implemented in

	children. (CWS)	Swimming top up £1645		September for new starters in reception.
<ul style="list-style-type: none"> To talk to teachers about the separate areas of PESSPA and how this can help to increase children's access to physical activity and sporting opportunities. 	<ul style="list-style-type: none"> E mail information to staff about PESSPA. 		<ul style="list-style-type: none"> E mail to staff sent explaining PESSPA. Children and staff are aware of the differences within physical activity, physical education and school sport. 	

Key indicator 3: Increased confidence, knowledge and skills of all staff in teaching PE and sport Percentage of total allocation: 22%

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:
<ul style="list-style-type: none"> Training for all staff in PE is based around improving knowledge and skill base against PESSPA across the whole school in order to increase children's access to physical activity and sporting opportunities. 	<ul style="list-style-type: none"> To continue with Real PE training (subject leaders to have extended training around assessment). For staff to have top up training around Real PE so they are confident with their PE knowledge. Teachers to work alongside Future Stars coaches for personal development. 	Future Stars £3,500 Real PE training course £48	<ul style="list-style-type: none"> Teachers and Teaching Assistants are confident with the Real PE scheme from observations. Teaching assistants are taking Real PE sessions in the hall and have spoken about their confidence and enjoyment around the scheme. 	<ul style="list-style-type: none"> To use survey results to inform what training is needed for staff next year. New staff to continue to have training/ top up training for those who need it. All staff to use Future Stars lessons for personal development. More training needed around how to use the

				cogs in PE lessons so children are more confident with the skills they are using.
Key indicator 4: Broader experience of a range of sports and activities offered to all pupils				Percentage of total allocation: 18%
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:
<ul style="list-style-type: none"> To engage more children in a variety of sports to help aid children in keeping active and healthy lifestyles. 	<ul style="list-style-type: none"> Future Stars to deliver lessons around competitions focussing on variety of sports. Real PE lessons build up skills to enable the children to become confident when playing specific sports. Children provided with a range of after school clubs through shine and other companies. Organise a KS1 sporting afternoon where the children will engage in a carousel of activities. 	<p>Future Stars £2000</p> <p>Nordic walking £750</p> <p>Swimming gala £155</p>	<ul style="list-style-type: none"> Children are having competitions in HUBS around the sports that they have learnt in Future Stars sessions and therefore putting the skills into practise. Children understand the cogs of Real PE and how these areas help them with their outdoor lessons. Take up of after school clubs has been good this year and new clubs offered like fencing show a good variety for trying new sports. PP children are given more opportunities having 	<ul style="list-style-type: none"> Continue to work with Future Stars, Shine etc. to provide children with a variety of different sports to enjoy within school and after school in clubs. Following the success of the KS1 sporting afternoon we will provide more frequent sporting afternoons for children to try a variety of sports. To organise a trip to Mojo active to provide children with enriching experiences. Continue to provide PP

			funding to go to clubs encouraging them to keep active. <ul style="list-style-type: none"> • KS1 sporting afternoon allowed children to try a range of different and new activities. 	children with opportunities to access clubs working with top 10 in HUBS.
Key indicator 5: Increased participation in competitive sport				Percentage of total allocation:
				10%
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:
<ul style="list-style-type: none"> • Create stronger links with PE leads in Bristol schools to increase our competitions. • Future Stars to have a teams sports focus for each year group so the children become confident in a specific sport. 	<ul style="list-style-type: none"> • Work with Leonie Wade to create links with Bristol schools. • Future stars to provide opportunities for children to participate in competitions within school linked to their year group sport. 	Future stars £1696	<ul style="list-style-type: none"> • Children have competed in football friendly competitions in other school due to links we have made particularly through football. • Future Stars providing competitions in HUBs for children to engage in. • Select children have been able to go to a swimming gala, cricket competitions and athletics. 	<ul style="list-style-type: none"> • Continue to create links with other PE leads in Bristol for a variety of sports competitions. • Future Stars to continue their work around competitions and organise some tournaments. • NW24 links need to be stronger. • DF now part of advocacy primary head teacher sports and activity group run through wesport.

Signed off by	
Head Teacher:	David Forrester
Date:	1/9/2022
Subject Leader:	Megan Benfield / Louise Pell
Date:	1/9/2022