

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	£
Total amount allocated for 2020/21	£16700
How much (if any) do you intend to carry over from this total fund into 2021/22?	£6433
Total amount allocated for 2021/22	£16790
Total amount of funding for 2021/22. To be spent and reported on by 31st July 2022.	£23223

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>	All year groups from 2- 6 complete a water safety talk before starting swimming lessons.
<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>	79%
<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>	71%
<p>What percentage of your current Year 6 cohort perform safe self-rescue in different water-based situations?</p>	79%
<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

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:		
<p>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</p>			Percentage of total allocation:	54%
Intent	Implementation		Impact	
<p><i>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:</i></p>	<p><i>Make sure your actions to achieve are linked to your intentions:</i></p>	<p><i>Funding allocated:</i></p>	<p><i>Evidence of impact: what do pupils now know and what can they now do? What has changed?:</i></p>	<p><i>Sustainability and suggested next steps:</i></p>
<p>For all pupils to have a high standard of PE and opportunity to use a variety of equipment and resources to enhance performance. This will enable pupils to participate in regular activity and opportunities throughout the school day (increase participation in sport).</p> <p>EYFS/KS1 to be provided with additional resources to encourage motor skills/ coordination development</p>	<p>Audit of PE equipment and purchase additional resources that are required</p> <p>Skipping workshops to be delivered by an outside company to introduce and encourage skipping skills to be used in and outside of school.</p> <p>TTS order of new equipment and resources to strengthen skills . Gain quote and install date for new KS1 outside area.</p>	<p>£3200</p> <p>committed to PENTAGON for KI1 = £9423</p>	<p>Audited PE/sport equipment and in the process of ordering additional resources for PE, playtime equipment and EYFS/KS1 areas.</p> <p>More equipment has been added to playtime equipment boxes to encourage more variety of physical activity.</p> <p>EYFS/KS1 motor skills equipment on order. New outside area in the planning process.</p>	<p>Order new resources.</p> <p>Audit playtime equipment and order more variety for use at play.</p> <p>Complete termly audits of current equipment.</p> <p>Create a list of resources available to encourage more use of our varied equipment.</p>

All classes have movement/brain breaks built into the day.	Teachers implement these breaks into the daily routine. e.g. Go noodle dances, work outs, walk/jog around the playground. PA system purchased.		All pupils engage in more physical activity daily.	Continue this and monitor throughout classes. Pupil conference children to identify preferences.
Key indicator 2: The profile of PESSPA being raised across the school as a tool for whole school improvement				Percentage of total allocation:
				2%
Intent	Implementation		Impact	
<i>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:</i>	<i>Make sure your actions to achieve are linked to your intentions:</i>	<i>Funding allocated:</i>	<i>Evidence of impact: what do pupils now know and what can they now do? What has changed?:</i>	<i>Sustainability and suggested next steps:</i>
Children participate in a variety of sports, giving them an opportunity to experience many different sports that they may not necessarily have the opportunity to. To enable PP children to partake in clubs, to ensure all have the same opportunities and experiences.	Premier Sports to run a lunchtime club. Sport that is offered to change each term, creating variety. Premier Sports to run an after-school club that is offered to change each term. Offer after school club at ½ price to PP children to be funded by sports premium. Letter to PP parents – Dojo, newsletter, Premier Sports to deliver lunchtime clubs.	£550	Pupils able to develop skills in preferred sports. In addition to increased opportunities for all pupils to be active throughout the school day. These clubs are always 100% full with a waiting list. 36% of PP children attend after school club.	Continue these two options. Continue to offer 50% subsidiary for after school clubs.

<p>Celebrate outside sporting events and competitions during weekly celebration assemblies.</p> <p>Children to be dressed appropriately for outdoor sport and to feel an increased sense of team when completing sporting activities.</p>	<p>Celebrate extra-curricular sporting achievements in Celebration assembly (weekly).</p> <p>PE hoodies introduced at significantly reduced price</p>		<p>Children are encouraged to share their achievements during the weekly Celebration Assembly.</p> <p>99% of children wear this hoodie on pe days</p>	<p>Premier to provide PE certificates which are awarded each week.</p> <p>Share sporting successes in newsletter to encourage participation/ share success in sport.</p> <p>Offer all new pupils a hoodie at reduced price</p> <p>Get quote for a pe competitions kit</p>
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<p>Key indicator 3: Increased confidence, knowledge and skills of all staff in teaching PE and sport</p>				<p>Percentage of total allocation:</p> <p>26%</p>
Intent	Implementation		Impact	
<p><i>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:</i></p>	<p><i>Make sure your actions to achieve are linked to your intentions:</i></p>	<p><i>Funding allocated:</i></p>	<p><i>Evidence of impact: what do pupils now know and what can they now do? What has changed?:</i></p>	<p><i>Sustainability and suggested next steps:</i></p>
<p>For pupils to have a high quality of PE lessons from staff who are confident, knowledgeable and have skills to develop and support pupils in PE and sport. Offering high quality CPD for teachers.</p>	<p>Premier Sports will deliver our PE lessons with staff supporting them, from Reception to Year 6. This will enable staff to gain knowledge and skills in PE and sports and become confident in their delivery of high-quality PE. All staff will support the assessment process. Attending Chew Valley events also allows staff to develop skills.</p>	<p>£6100</p>	<p>Staff are becoming increasingly proficient at supporting PE activities and have increased confidence in delivering these independently.</p>	<p>Premier Sports to work with staff with specific weaknesses and embed PE within other aspects of the curriculum. Teachers work with Premier Sports to assess pupils.</p>

<p>For all pupils to be supported in active play by all members of staff across the school.</p> <p>Dinner staff are trained to support children in physical games encouraging participation at lunchtime plus more children being active.</p> <p>CPD in swimming coaching</p>	<p>Brendan Rouse, from SSP, attended for a morning to support teaching assistants, support staff and SMSAs to encourage active play during break times. Furthering their knowledge.</p> <p>Poolside coaches</p>		<p>Staff are becoming increasingly proficient at supporting activities and have become increasingly confident.</p>	<p>All staff continue to embed this within their practice to promote active and healthy playtimes.</p> <p>Introduce different equipment to be used in the Den to promote other activities and encourage others to participate in physical activity.</p> <p>CPD IN Get Set PE for teachers</p>
<p>Key indicator 4: Broader experience of a range of sports and activities offered to all pupils</p>				<p>Percentage of total allocation:</p> <p>15%</p>
<p>Intent</p>	<p>Implementation</p>		<p>Impact</p>	
<p><i>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:</i></p>	<p><i>Make sure your actions to achieve are linked to your intentions:</i></p>		<p><i>Funding allocated:</i></p>	<p><i>Evidence of impact: what do pupils now know and what can they now do? What has changed?:</i></p>
<p>For all pupils to have a broader experience of sports and activities offered to them.</p> <p>KS2 to have booster swimming on top of curriculum swimming to ensure good technique and water</p>	<p>Chew Valley School partnership allows us to access a wide range of competitions and sporting festivals.</p> <p>Top-up swimming lessons for children who are identified in need of extra support plus an extra term</p>	<p>£3300</p>	<p>Pupils have been able to access a range of competitions across the whole school.</p> <p>Sycamore children participated in an extra term of swimming to allow catch up.</p>	<p>Continue - Children participate in a wide range of competitions off site.</p> <p>Next year, we will continue to provide top up swim lessons</p>

<p>safety</p> <p>To enable children to attend competitions</p> <p>Sports day for all to attend . House captains - role models - supporting school sports day</p>	<p>for Sycamore class due to missed participation during covid.</p> <p>Chew Valley School partnership allows us to access a wide range of competitions and sporting festivals.</p>		<p>Yr 6 children identified as not being able to swim 25m were given an extra term of swimming.</p> <p>One PP/SEND child swam all year round due to it being identified as a beneficial skill.</p> <p>Pupils have been able to access a range of competitions across the whole school and represent the school.</p>	<p>These will be offered to all pupils who have not yet met the National Curriculum requirements.</p> <p>If able to, enter into all available competitions.</p>
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Key indicator 5: Increased participation in competitive sport				Percentage of total allocation:
				3%
Intent	Implementation		Impact	
<i>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:</i>	<i>Make sure your actions to achieve are linked to your intentions:</i>	<i>Funding allocated:</i>	<i>Evidence of impact: what do pupils now know and what can they now do? What has changed?:</i>	<i>Sustainability and suggested next steps:</i>
For children to have the opportunity for increased participation in competitive sport. Aspiration for all KS2 pupils to represent the school at sports at least once in KS2	Children attend Chew valley sporting competitions throughout the year.	£650	Pupils have been able to access a range of competitions across the whole school.	Enter, if possible, all available Chew Valley competitions.

Signed off by	
Head Teacher:	RENoall
Date:	31.7.22
Subject Leader:	S.Warren
Date:	27.06.22
Governor:	AWilliams
Date:	31.7.22