

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](#).



Created by:



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Details with regard to funding

Please complete the table below.

Total amount carried over from 2019/20	£0
Total amount allocated for 2020/21	£16,519
How much (if any) do you intend to carry over from this total fund into 2021/22?	£0
Total amount allocated for 2021/22	£16,550
Total amount of funding for 2021/22. To be spent and reported on by 31st July 2022.	£16,544

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>	71%
<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>	71%
<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:	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>				
Intent	Implementation	Impact	Sustainability and suggested next steps:	
<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>Evidence of impact: what do pupils now know and what can they now do? What has changed?:</p>		
<ul style="list-style-type: none"> To enable children to have continuing access to a wide range of quality sporting opportunities throughout the year. To up-skill non-specialist staff to acquire the skills and knowledge to deliver high quality provision. To provide Young Learners training. To track, record and monitor pupil participation data for clubs, intra-house events, leadership, gifted & talented alongside children's activity levels and sporting participation. 	<ul style="list-style-type: none"> Payment to Somerset Activity & Sports Partnership (SASP) of £5 per pupil to administer Central Venue Leagues, Festivals, Gifted & Talented Support, CPD for staff & contribution to SSCO Post. Time for the PE Leading to track, record and monitor pupil's participation. Organise and arrange festivals and sporting activities. 	<ul style="list-style-type: none"> <u>All</u> children have had the opportunity to participate in a range of sporting activities. Improved social and cultural aspects of learning through working with cluster schools. Pupils are using their leadership skills to help organise and run intra- house competitions and playtime activities. Children identified as being less or non-active are identified and encouraged to participate in active playtimes. Access to a wide range of quality extra-curricular clubs. Data helps to plan future curriculum and access 	<ul style="list-style-type: none"> To continue to attend festivals to increase activity levels throughout school. To continue to offer relevant CPD for all staff to provide a wide range of sporting activity. Maintain data collection and monitoring. 	

<ul style="list-style-type: none"> • Lunchtime play Supervisors to have knowledge to offer a variety of games and activities during playtimes. • New Young leaders to attend SASP training next year. • To ensure all children have the opportunity to be active for at least 30 minutes during the school day. • To engage all pupils in regular physical activity. 	<ul style="list-style-type: none"> • Young leaders to run an active lunchtime club – with the support and guidance of lunchtime play supervisors. • Playground markings which promote active playtimes. • Adventure Trail which promotes active playtimes, gross motor skills, balance and wellbeing. • Purchase of equipment for both curriculum time, extra-curricular clubs and playtimes. • To buy into the Golden Mile scheme which will enable all children to participate in a safe, simple and measurable physical activity. To give access to the Golden Mile website that will track and record the data for every child in school. 	<p>impact.</p> <ul style="list-style-type: none"> • Increased activity levels at playtimes. • Less active children encouraged and involved. • Timetable of daily playtime activities and equipment • Increased physical activity throughout the school day. <ul style="list-style-type: none"> – active playtimes - extra-curricular clubs - wide range of skills and activities being taught during curriculum PE. • Increased physical activity throughout the school day. <ul style="list-style-type: none"> – active playtimes - extra-curricular clubs - wide range of skills and activities being taught during curriculum PE • Data to show impact and improvement for each pupil. • Yearly certificates to celebrate individual achievement. 	<ul style="list-style-type: none"> • New Young leaders to attend SASP training next year. • Maintain new playground surface and markings to enhance playtime provision. • Review attendance and poll children to gain information about new clubs. • Continue to buy into Golden Mile scheme
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Key indicator 2: The profile of PESSPA being raised across the school as a tool for whole school improvement

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>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>
<ul style="list-style-type: none"> All classes to have 2 hours of curriculum time PE. Expanded our Outdoor Learning provision across the school to include core stability, gross and hand eye coordination activities and cross curriculum activities that benefit all children. Update our EYS outdoor provision – encouraging social & emotional development, core stability, gross & hand eye coordination. 	<ul style="list-style-type: none"> Timetable indicating class PE time for each class. Active Outdoor learning session which builds upon cross curriculum links, help to develop team building skills and work alongside the key principles of Real PE. Purchase of forest school equipment. Staff member undertaking Level 3 Forest School Leader Training. Purchase of balance bikes & scooters, big building blocks and outdoor active play resources. 	<ul style="list-style-type: none"> All classes have 2 hours of curriculum time PE. All classes have 2 hours of curriculum outdoor learning. An increased number of tools enabling more outside woodland craft activities. An Outdoor Learning curriculum which enables the children to access all outdoor school environments – forest school, school field and the wider local area. Enhance staff confidence in planning, delivering & assessing Outdoor Learning provision. Enhance EYS outdoor provision, providing additional resources to promote core stability, gross & hand eye coordination. 	<ul style="list-style-type: none"> To continue to promote the importance of curriculum PE. To continue to promote the importance of curriculum outdoor learning. Maintain links with follow Forest leaders for support and professional development. Maintain equipment. Maintain new equipment and resources.

<ul style="list-style-type: none"> To celebrate and promote PE and sport across the school. 	<ul style="list-style-type: none"> PE, sports and health news to be promoted through weekly school newsletter, School Facebook page and noticeboard. Certificates of sporting achievements gain outside school celebrated during whole school assemblies. 	<ul style="list-style-type: none"> The importance of staying healthy and active shared and reinforced. Young Leader achievements promoted and celebrated. Promote and celebrate active sporting achievements to the wider school community. 	<ul style="list-style-type: none"> Continue to promote and inspire children to take up new sporting activities.
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Key indicator 3: Increased confidence, knowledge and skills of all staff in teaching PE and sport

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:
<ul style="list-style-type: none"> To support and develop the staff's confidence in teaching PE. 	<ul style="list-style-type: none"> Buy in to Jasmine Real PE. Enabling all staff to have access to Jasmine – the on-line support package for 'Real PE' with access to lesson plans, support materials and assessment tools. Staff CDP dance workshop. 	<ul style="list-style-type: none"> All staff to have Jasmine log ins which enable access to lesson plans, support materials and assessment tools. 'Real PE' enables a consistent teaching approach across the school. Enhancing staff's confidence to develop an African inspired dance to celebrate our 'Circle of Life' project. 	<ul style="list-style-type: none"> Continue to provide high quality CPD so that all staff are trained on real PE CPD for all staff

<ul style="list-style-type: none"> PE coordinator to attend the virtual Somerset PE conference. Ongoing support and CPD from 'Create Development' throughout the year. 	<ul style="list-style-type: none"> PE coordinator to disseminate information from Somerset PE Conference and local PE meetings. Open communication, support and guidance for PE Coordinator. 	<ul style="list-style-type: none"> Support and guidance for all staff. Support and guidance for all staff. 	<ul style="list-style-type: none"> Continue next year. Continue next year.
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Key indicator 4: Broader experience of a range of sports and activities offered to all pupils

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:
<ul style="list-style-type: none"> To enable children to try a wide variety of sporting activities in curriculum time. Cricket Workshop run by Somerset Cricket Board. To encourage a wider cricketing skill base. 	<ul style="list-style-type: none"> Purchase of PE equipment. Affiliation to Somerset Cricket Board. 	<ul style="list-style-type: none"> Wider variety of skills and activities being taught. 6 week course of cricket skills delivered by Somerset Cricket Board Coaches. Increased staff confidence leading to the delivery of more cricket-based activities. 	<ul style="list-style-type: none"> Further increase the variety of sporting equipment and maintain current equipment to allow continued and improved provision. Yearly affiliation

<ul style="list-style-type: none"> To enable children to try a range of sporting activities through the provision of sporting afterschool clubs. Year 6 pupil took part in the Department of Transport Bikeability programme. <p>Additional achievements:</p> <ul style="list-style-type: none"> Whole school participation in National Fitness Day Whole school participation in 'One Run Global schools' day' 	<ul style="list-style-type: none"> Subsidising Premier Sports to provide after school clubs. Bikeability is a cycle training programme. Which enables pupil to gaining practical skills and understanding of cycle whilst building skills and confidence. Participation and whole school celebration of dance and fitness. Young Leader (Yr5 & Yr6 pupils) planned, organised and ran class activities. 	<ul style="list-style-type: none"> After school sporting clubs' registers and progression certificates. Increased number of children accessing extra-curricular provision. Year 6 pupils given the opportunity to development their cycling skills. Certificates of achievements gained. Participation from all -staff & pupils. Dressing up to promote different sporting activities and enjoyment of Young Leader lead activities. 	<ul style="list-style-type: none"> Maintain links with Premier Sports Further increase the variety of sports offered and maintaining currant equipment to allow continued and improved provision. Maintain links and continue next year. Continue to plan and participate in whole school celebrations next year.
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Key indicator 5: Increased participation in competitive sport

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:
<ul style="list-style-type: none"> • KS2 children to take part in inter house sports competitions. • To enable more participation in competitive and non-competitive sporting activities. Subsidised coach travel to sporting events/festivals/swimming. 	<ul style="list-style-type: none"> • Inter house sporting activities planned and undertaken. • To transport the children to various sporting events. • To enable participation in competitive sports (data) 	<ul style="list-style-type: none"> • Children to take part in inter house sports competitions. • Celebrate inter-house results in assembly. • To make festivals accessible to all children. 	<ul style="list-style-type: none"> • Continue to run inter house competitions for all children. • To continue to provide transport to increase pupils' participations.

Signed off by	
Head Teacher:	
Date:	
Subject Leader:	
Date:	
Governor:	
Date:	