

Evidencing the Impact of the Primary PE and Sport Premium

Website Reporting Tool

Revised November 2020

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](#) (Ofsted 2019 p64) 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 criteria](#) (p41) inspectors consider the extent to which schools can articulate their curriculum (INTENT), construct their curriculum (IMPLEMENTATION) and demonstrate the outcomes which result (IMPACT).

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

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 as well as on the impact it has on pupils’ PE and sport participation and attainment by the end of the summer term or by **31st July 2021** at the latest.

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](#).

Support for review and reflection - considering the 5 key indicators from DfE, what development needs are a priority for your setting and your pupils now and why? Use the space below to reflect on previous spend and key achievements and areas for development.

Key achievements to date until July 2021:	Areas for further improvement and baseline evidence of need:
<p>Variety of new sports taught in PE lessons – table tennis, hockey, badminton Children remind active despite remote learning – daily challenges. Recognised by SGO as an ‘active school’ during lockdown and contributed to Test Valleys ranking, who were highest for active chn during lockdown. Specialised PE lessons lead by external coaches– yoga and dance, multi-skills Opportunities for a range of Sports – Year 5/6 bikeability, KS2 swimming, Cricket coaching for all the school. Each class has participated in an external sports competition.</p>	<p>Continue to develop a broad range of sporting opportunities across the school. Continue to provide competitive opportunities for all. Continue to make swimming sustainable. Improve playground provision by expanding the role of Sports crew.</p>

Meeting national curriculum requirements for swimming and water safety.	
<p>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 2021.</p>	69%
<p>What percentage of your current Year 6 cohort use a range of strokes effectively [for example, front crawl, backstroke and breaststroke]?</p>	69%
<p>What percentage of your current Year 6 cohort perform safe self-rescue in different water-based situations?</p>	69%
<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: 2020/21		Total fund allocated: £2750		Date Updated: Nov 2021	
Key indicator 1: The engagement of <u>all</u> pupils in regular physical activity – Chief Medical Officer guidelines recommend that primary school pupils undertake at least 30 minutes of physical activity a day in school					Percentage of total allocation:
					17%
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:
Promote an increased engagement in less active pupils through lunchtime sessions/ after school clubs (spring earliest)	offer lunchtime clubs – alternate each half term with Sport Crew running sessions in individual bubbles– ‘Active lunchtime clubs to target PP/ SEND / less active children when bubbles can mix. Sports Crew training £120 Coaching company £200 Hall hire PE lead to organise sporting focus. £300			Lack of opportunity due to COVID	Post-covid, re-start Sport Crew leading activities on the playground again, including sport.
Continue to review and add playground equipment. Explore climbing opportunities	Basketball hoops for Upper KS1 and KS1 playground.pedal pushers £200 £130 Outdoor table tennis table? £150			Basketball hoops and pedal pushers purchased and in use.	Equipment can be used at breaktimes. Next year explore input from parents who have a basketball background to further develop skills.
Promote daily activity e.g through re-	Tracking/ record system for Golden			Continue target	

<p>launch of golden mile</p> <p>Continue to develop role of Sports Crew and running lunchtime clubs</p> <p>Promote Sports, particularly in Sports relief week and give children the opportunity to experience different sports in the hope that some find a love for sport and continue.</p> <p>Develop indoor PE opportunities and wet breaktimes.</p>	<p>Mile. Incentive – sign up for programme</p> <p>Summer term – Sports crew to organise points system/ certificate/ display – record of total miles</p> <p>Sports crew training MB school</p> <p>Involvement in Sports Relief week</p> <p>Meetings with Subject lead</p> <p>Discuss interests with children to create different sporting opportunities</p> <p>Invest in wet play physical activities to encourage children to be active and provide a backup for wet PE days. Speed stacks – introduce with whole school competition (video streaming across classroom)</p>	<p>£150</p> <p>£800</p> <p>£700</p>	<p>KS2 Swimming, Year 5/6 bikeability.</p> <p>Football day across the school.</p> <p>Cricket coaching for all</p> <p>Inclusion morning with archery, parachute, tri golf planned for summer 2.</p> <p>Speed stacks purchased and introduced to Year 3/4- continue target.</p>	<p>New PE Lead to evaluate whether this initiative is sustainable in next year’s sport premium plan.</p> <p>PE Lead to review indoor equipment and assess targets going forwards.</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: £6090 36 %</p>
<p>Intent</p>	<p>Implementation</p>		<p>Impact</p>	
<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>

100% of pupils by the end of Y6 to be able to swim 25m and perform safe self-rescues	All year group to have at least 5 week swimming block. Y3/4 & YR additional session if possible to make up for missing sessions.	£1950	PBED have led all swimming this year due to pandemic.	
PP chn to develop confidence in swimming	Locate swimming pool – look at options for 4 week block or weekly swimming slot	£500 training	Target is to make it sustainable when funding is cut by using trained school staff to deliver lessons.	Staff training needed next year if this target is to be realistic and sustainable. Lessons for all year groups planned for next academic year.
Continue to promote the role of females in sport.	Organise transport Inform parents Additional swim teachers for younger years Train KS1 member of staff PP chn who can not swim to receive additional swimming lessons	£500	KS1 have missed out on swimming for 2 years on a row due to pandemic.	
Children experience high-quality dance lessons	Allocate additional staff to take PP chn when other classes are having sessions	£300	Saints female captain delivered football coaching to all schools and held an assembly – continue target.	New PE Lead to take forward this coming year.
Develop children awareness of bike safety.	Females to lead sporting activities/ female coaches Air interests to possibly creating a girls football team. Ensure all year groups receive a sequence of high-quality dance lessons. Hayley – construct dance BAC (Summer linked to country dancing/ Oaks – production)	£800 £100 village hall hire		HT to explore country dancing/maypole dancing next academic year as part of dance provision.
Ensure a vast range of resources are	Bike ability and bike ability booked for year groups who have missed training. Enquire about possible training for staff to teach cycling	£140 Bikeability fix – FREE £500	All classes received a half term of virtual dance and yoga.	
			Year 5/6 participated in Bikeability and made up for lost time.	School to explore whether Scootability as well as Bikeability can be offered as a training option- including KS1 children next academic year.
Ensure a vast range of resources are		£1000		“Bike to School Week” was

available to teach high-quality PE lessons and support active break time	Review current equipment Maintain/ update current school equipment			promoted
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Key indicator 3: Increased confidence, knowledge and skills of all staff in teaching PE and sport				Percentage of total allocation:
				£1050 6 %
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:
Develop teachers knowledge and confidence to deliver the PE curriculum Teacher to feel confident in assessing PE	Ensure continuation of staff training – particularly KS1 and YR to promote high-quality PE lessons. Staff to receive training from TS sport Coach to teach a set of PE lessons to model to NW Opportunities to observe HN Tracking system to be used across the whole school HN/MC – keep up to date participation list Staff training on PE assessment tool from Spring term	£450 £600	Skilled sports coach delivered a terms worth of PE lessons to allow teachers to observe to develop their CPD. Continue target. Teachers are aware of assessment but not yet using consistently due to staff changes.	50% new staff at the school. Training need to be assessed next academic year. NW observed lessons modelled. PE Lead to progress this in the coming academic year.
Key indicator 4: Broader experience of a range of sports and activities offered to all pupils				Percentage of total allocation:
				5050 30%
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:

<p>Additional achievements:</p> <p>Promote active opportunities at lunchtimes</p> <p>Children experience a wide range of sporting activities</p> <p>KS2 children to be able to competently and safely ride a bicycle.</p>	<p>Offer more lunchtime clubs. Target children for after school clubs – with funding support.</p> <p>Identify children from participation survey – explore interests</p> <p>Explore children's interest and arrange sporting activities around this – link to Sports relief</p> <p>Outside agency – Quiditch?</p> <p>Local horse riding?</p> <p>Inclusion day – air track, wave boards etc..</p> <p>Yoga sessions for each week on a half termly bases 4/5 lessons</p> <p>Cycling training for staff to allow staff to take children out on bikes</p> <p>Training for all staff</p> <p>Resources – additional bikes?</p> <p>Helmets?</p>	<p>£500</p> <p>£300</p> <p>£800</p> <p>£250</p> <p>£1500</p> <p>£900</p> <p>£800</p>	<p>Continue target</p> <p>Sports relief did not happen this year due to pandemic</p> <p>Each class received a half term's worth of yoga sessions.</p>	
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Key indicator 5: Increased participation in competitive sport				Percentage of total allocation:	
				£1900	11%
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 aware of how to support or challenge themselves in PE learning Increased participation in KS1 competitions All chn to have been offered to experience and participate in a competitive sport	Continue to provide challenge for HA – introduce step approach in lessons HN to develop approach Model to teachers – opportunities to observe HN Attend all KS1 competitions. Look at ways to promote sports in Year R. Develop templates/ examples of success criteria/ steps Liase with Romsey SGO re: KS1 competitions Arrange transport Test Valley sporting competitions Add dates to calendar Deliver PE curriculum to support comp Letters to parents Transport arrangements Select pupils from participation list	£500 £1400	Continue target Continue target All pupils had the opportunity to compete in an external competition in Summer 2 – continue target.	KS1 attended one athletics competition, post-Covid	

Signed off by	
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Subject Leader:	Becky Davies
Date:	2/11/21
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Date:	