

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 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	£19,401
How much (if any) do you intend to carry over from this total fund into 2021/22?	£0
Total amount allocated for 2021/22	£19,285
Total amount of funding for 2021/22. To be spent and reported on by 31 st July 2022.	£19,285

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 2021.</p> <p>Please see note above</p>	<p>For the 2021/22 Year 6 Cohort National Curriculum swimming data:</p> <p>90% of year 6 pupils were able to swim competently, proficiently and confidently over a distance of 25 metres.</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>For the 2021/22 Year 6 Cohort National Curriculum swimming data:</p> <p>80% of year 6 pupils can use a range</p>

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	of swimming strokes effectively
What percentage of your current Year 6 cohort perform safe self-rescue in different water-based situations?	For the 2021/22 Year 6 Cohort National Curriculum swimming data: The percentage of year 6 who can perform self-rescue in different water-based situations is unavailable due to Covid rates. A suitable water safety course from an external provider was unavailable.
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?	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:	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: 29%	
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 provide all children with high quality PE and sport provision in line with the National Curriculum. for children to adopt many different roles such as a performer, coach, umpire and leader to explore many different outdoor activities to reach and exceed their potential. for children to have access to good quality equipment and resources in their PE lessons to encourage children to be active during the break and lunchtimes 	<ul style="list-style-type: none"> all children take part in 2 PE lessons a week lessons are planned by the PE HLTA to ensure consistency, progression and challenge for all children run the daily mile the Active Movement scheme introduced and training for staff given maintenance of pitches and field markings provide a range of outdoor equipment for the children to use and break and lunch times 	£5666	<ul style="list-style-type: none"> children enjoy and participate in a range of sports children build on previously learnt skills as they progress through school. children develop lifelong skills and enjoyment for activities such as running or swimming physical activity is embedded in all learning activities and experiences through the day children are more active through the day and also develop skills such as social interaction, turn taking and negotiation as 	<ul style="list-style-type: none"> continue to ensure children are taught through a progressive sequence that allows skills to improve and develop over time review assessment of PE ensure active movement continues to be encouraged during the day consider further training for Playground Friends to support games and activities especially in FS and KS1 promote the positive effects on health including mental well-being

			<p>they play at break and lunch</p> <ul style="list-style-type: none"> • mental wellbeing and understanding the importance of being active • improved fitness and motor coordination 	
<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:</p> <p>2%</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>
<ul style="list-style-type: none"> • to develop children in roles such as sport leaders • to embed activity, exercise and sport through the day • for children to remain alert and ready to learn through the day 	<ul style="list-style-type: none"> • children in Year 5 and 6 will support children in FS, Year 1 and 2 during Sports Day and Swimming gala • offer a range of activities through the PE curriculum • children to run the daily mile • opportunities for movement through Forest Schools and Gardening Club • activities included through the day that enable children to have a 'brain break' or participate in a sensory circuit. Resources purchased for the daily sensory circuit. 	<p>£298</p>	<ul style="list-style-type: none"> • children in Years 5 and 6 develop confidence to support and coach younger children as well as encourage active participation of events • some children also support Sports Day at the pre-school • all children have Forest School as least fortnightly as part of the curriculum provision • up to 40 children attend gardening club. This is supported by members of the community and the children are given opportunities to be active 	<ul style="list-style-type: none"> • Consider other opportunities through the year for Sport Leaders to help with activities • ensure active movement continues to be encouraged during the day •

			<p>in the community by planting bulbs.</p> <ul style="list-style-type: none"> • by encouraging regular opportunities to move, children maintain focus and concentration as well as self-regulation throughout the day • children continue to develop social interaction and communication skills through PE and sport 	
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Key indicator 3: Increased confidence, knowledge and skills of all staff in teaching PE and sport				Percentage of total allocation:
				16%
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"> • for staff to be qualified and confident to teach swimming • for staff to have the resources and knowledge to teach all areas of PE confidently to provide a good quality PE curriculum to all children. 	<ul style="list-style-type: none"> • water rescue course for those teaching swimming • HLTA and PE curriculum leader to support and guide staff • HLTA to plan PE across the school to support with progression and development of key skills • New resources and purchased to replace but also to provide new and different equipment for sports 	£3152	<ul style="list-style-type: none"> • training for swimming allows school staff to teach and lead swimming lessons • children are taught by familiar adults ensuring continuity of school behaviour expectations • children all receive high quality teaching of PE 	<ul style="list-style-type: none"> • develop staff confidence and skill at teaching dance • some staff will need water rescues certificate updated • ensure resources are available for teaching water safety to Year 6 • continue to purchase PE equipment

Key indicator 4: Broader experience of a range of sports and activities offered to all pupils				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?:	Sustainability and suggested next steps:
<p>Additional achievements:</p> <ul style="list-style-type: none"> • wide range of sporting clubs are on offer for children through the school that are run by the PE HLTA, teachers or external providers • children have opportunities to take part in competitions between other schools 	<ul style="list-style-type: none"> • clubs offered this year included tag rugby, athletics, football, running, multi-sports, judo, fencing, dance • affiliation fees for football leagues, cross country, athletics and swimming 	£5024	<ul style="list-style-type: none"> • a greater number of children are accessing sports clubs • children have further opportunities to develop social skills such as turn taking and learning to win and lose. 	<ul style="list-style-type: none"> • continue to run a range of clubs • research different clubs or sports that could be added to the offer for extra-curricular activities

Key indicator 5: Increased participation in competitive sport				Percentage of total allocation:
				27%
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"> for all children to experience competition within the school children in Years 3-6 may have the opportunity to compete against other schools through friendly and league competitions. 	<ul style="list-style-type: none"> Sports Day for FS and KS1 run together that use skills practiced and developed through the year with opportunities to win KS2 have a separate Sports Day building on skills learnt as well as competing in more traditional athletics events such as high jump, long jump and track races. all children compete in the school's annual swimming gala with events tailored to their swimming ability that progress and include swimming strokes and the distance swam. friendly and league events were organised between local, district and county level schools and competitions. Coaches to take pupils and families to sports event 	£5145	<ul style="list-style-type: none"> Year 5 and 6 children participated in nations league friendly matches in tag rugby Year 5 and 6 children participated in Wokingham football leagues with our girls' team being the District and County Champions for 2022 friendly non-league matches were arranged against local schools some of the usual annual events did not happen through 2021-22 due to the continued impact of Covid (swimming gala, cross country) 	<ul style="list-style-type: none"> continue to promote external events in the community that are open to children to increase participation in competitive sport celebrate children's sport and PE successes through assemblies continue to take part in school competitions and tournaments with other schools in the district. To provide internal competitions and competitive matches in PE to allow all children to experience competitive play.

Signed off by	
Head Teacher:	Michelle Law
Date:	17 th October 2022
Subject Leader:	Vanessa Neale
Date:	17 th October 2022
Governor:	Bridget Ditcham
Date:	17 th October 2022