

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	£12,660
Total amount allocated for 2020/21	£19,710
How much (if any) do you intend to carry over from this total fund into 2021/22?	£1,432
Total amount allocated for 2021/22	£19,710
Total amount of funding for 2021/22. To be spent and reported on by 31st July 2022.	£21,142

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>	74%
<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>	78%
<p>What percentage of your current Year 6 cohort perform safe self-rescue in different water-based situations?</p>	72%
<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: £23,850.58 (£21,142 - Sports Premium) (£2,708.58 - covered by school budget)		Date Updated: 19.7.22	
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: 36.5%
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:	Sustainability and suggested next steps:
To increase rates of physical activity and know how to exercise and keep healthy.	DTCA coach running lunch time activities. Regular lunchtime structured activities involving a range of children and sports.	DTCA coaches Pay Total £ 21,450 - 1/3 of total = £7,150	Pupil activity during break and lunchtime will increase with activities running consistently. This in turn will help improve playground behaviour due to greater interest and structure.	The range of activities will be widened though the use of Bronze ambassadors. Lunch time club run by staff to increase pupil engagement and physical activity.
To know and understand how to participate in a range of sports.	Afterschool clubs run by DTCA coaches and school staff.		Pupils will have an increased activity levels and will have been exposed to a wider range of clubs, with external club links.	Clubs offered will continue next year and hopefully range of activities will be increased.
To develop a range of physical skills and know how to practice and refine these skills.	PE lesson team teach with DTCA coaches for years 2, 3, 5, 6.		Pupils will become more competent with new acquired skills.	To start an intra house competition for children to practice skills taught in PE lessons

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Maintain the quality and improve on the range of equipment provided to further raise the level and interest in physical activity.	Update all required equipment and make sure it is age appropriate by discussing with infant department.	£1,608.03	Pupils will be able to increase their level of physical activity along with improving resilience due to the competitive aspect of the activities. Develop team work skills.	Monitor the pupils participation and enjoyment of the competitions and adapt the activities to support children's needs. To evaluate new equipment and liaise with teachers from other schools to decide on future equipment needs and purchases.
Key indicator 2: The profile of PESSPA being raised across the school as a tool for whole school improvement				Percentage of total allocation: 3.5%
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:
To help run and monitor breaktime and lunchtime physical exercise activities that enable children to be more active in a structured manner.	DTCA coaches to organise and run activities for children to be physically active.	DTCA coaches Pay	Pupil activity during break and lunchtime will increase with activities running consistently. This in turn will help improve playground behaviour due to greater interest and structure.	The range of activities offered can be widened through the purchasing of new equipment.
To update the whole school curriculum map in order to re-evaluate the provision using Get Set 4PE and assess if specialist teaching is required.	Time required by the PE team to evaluate, and subsequently redraft yearly planner and provide plans and models using Get Set 4PE	£440 Get Set 4PE subscription	The whole school works on a more consistent indoor and outdoor timetable. Allows for greater skill progression across all year groups.	The timetable will be able to be sustainable, with minor variations due to specialist teacher availability, year on year. Increase the range of PE curriculum by getting in specialist teachers for dance (Zumba)

Whole school Sports Day	Time required for PE lead to help run Sports Day	1 day cover = £ 120 Cost of using Winton Rec = £330 Cost of participation stickers = £19.59	More children are involved in physical activity during the day by having the opportunity to participate in a range of activities.	Engage with more whole year group activities. Future, have whole school sports day together at Winton Rec
To maintain and create links to clubs in the community so children can access opportunities outside school	Live4Tennis coaches coming in and doing a roadshow to the infants on one day and the juniors on another		Children involved and playing a sport that some have not played before. Increase participation at local tennis clubs.	Invite live4tennis back next year and further develop links with other local clubs for taster days.

Key indicator 3: Increased confidence, knowledge and skills of all staff in teaching PE and sport

Percentage of total allocation:

60%

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:
To provide the staff with mentoring, professional development and training to help them teach PE and sport effectively, ultimately leading to a high quality standard in all areas.	Support for classroom teachers to help deliver high quality PE through modelled lessons, team teaching and CPD interventions led by DTCA coaches.	DTCA coaches Pay £21,450 2/3 of pay = £14,300	All teachers will be able to observe and take an active part in the lessons provided by external providers. Subject monitoring will enable the PE team to ensure consistent practice across both year groups and the school.	PE leaders at the junior and infant sites to regularly monitor the effectiveness of both external providers. Teachers to become more confident DTCA coaches to support with indoor PE activities to help develop staff CPD.

To provide staff with well planned and structured lessons that are easy to follow and enable skill progression	Staff using Get Set 4PE lessons, when not working with DTCA coaches.	Get Set 4PE subscription	All teachers will be able to deliver engaging lessons that have clear skill progression.	Planning and yearly overview available on the school ICT system for all staff to access. Staff feel more confident in a wider range of PE fields and can confidently ask for help/CPD as required. Monitor the quality of provision so ensure value for money. Carry on providing CPD for sport activities that teachers lack confidence in teaching.
To improve teacher knowledge of Tennis	Live4Tennis coaches coming in and doing a roadshow to the infants on one day and the juniors on another		Teachers to have watched and worked along side qualified tennis coaches to help develop their teaching of tennis	Increased CPD for staff
Key indicator 4: Broader experience of a range of sports and activities offered to all pupils				Percentage of total allocation: A percentage of 3.5% for Get Set 4PE subscription
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: Offer a range of sports clubs internally as well as bringing in external providers.</p>	<p>Ensure that there are club opportunities for all pupils in a range of sports and on a wide range of days of the week, thus ensuring as many pupils as possible can be involved.</p>		<p>After school register of participation. More pupils being physically active and developing key skills like team work and resilience.</p>	<p>Staff to continue to deliver clubs. Build on links with external providers of clubs to develop a wide variety of clubs.</p>
<p>Offer new sports through the use of Get Set 4PE planning</p>	<p>Children will take part in a variety of sports during PE lessons over the course of the year</p>	<p>Get Set 4PE subscription</p>	<p>Children have had opportunities to participate in new sports or physical activities.</p>	<p>Greater variety of sports and physical activities to be delivered.</p>
<p>Increased participation for all children with SEN needs</p>	<p>Adapted lessons/activities resources for children with SEN</p>	<p>Youth Sports Trust</p>	<p>All children have the opportunity to participate in physical education</p>	<p>Continue to develop a resources bank for a variety of needs</p>
<p>Increased participation at school games events</p>	<p>Increasing the opportunities for children to participate at a range of sporting events (football, netball, swimming galas, town sport)</p>		<p>An increased number of children having the opportunity to participate in sport and physical activities.</p>	<p>Continue to attend events next year and increase by attending more events next year.</p>

Key indicator 5: Increased participation in competitive sport				Percentage of total allocation:
				A percentage of 35% for DTCA coaches
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:
Lunchtime football league, helping children to understand the importance of team work and developing resilience.	DTCA coaches to organise and run football league at lunch times	DTCA coaches Pay	Pupils are developing resilience and team work skills.	Increase competitions to more sports at lunch time and take part in more school competitions.
Increase participation at inter competition events	Year 5/6 and girls football league and tournaments to be entered. Year 5/6 Netball league and tournaments to be entered		More pupils being physically active and developing key skills like team work and resilience.	Start an intra house competitions for each year group, based on the PE curriculum To keep increasing the number of events attended.
As many as possible, School Games events to be entered involving as wide a range of pupils as possible.	Enter Bournemouth Primary Schools Sport Association (BSSA) and relevant other festivals and tournaments.	£250 for BSSA subscription	More pupils being physically active and developing key skills like team work and resilience.	Continue to attend events next year and increase by attending more events next year.

Signed off by	
Head Teacher:	
Date:	

Created by:



Supported by:



Subject Leader:	Michael Ansell
Date:	20/7/22
Governor:	
Date:	