

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](https://www.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](#).

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Details with regard to funding
Please complete the table below.

Total amount carried over from 2019/20	£0.00
Total amount allocated for 2020/21	£17,944
How much (if any) do you intend to carry over from this total fund into 2021/22?	£0.00
Total amount allocated for 2021/22	£17,970
Total amount of funding for 2021/22. To be spent and reported on by 31st July 2022.	£18,315

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>Year 5 went swimming this year, Year 6 were unable to due to Covid restrictions at the start of the year and pool availability during the second half of the year.</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>	58%
<p>What percentage of your current Year 6 cohort use a range of strokes effectively [for example, front crawl, backstroke and breaststroke]?</p>	53%
<p>What percentage of your current Year 6 cohort perform safe self-rescue in different water-based situations?</p>	70%
<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: 2021-2022		Total fund allocated: £17970	Date Updated: July 2022	
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:
				71%
Intent	Implementation		Impact	£13,036
<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>
<ul style="list-style-type: none"> Continued development of physical activity during unstructured times To purchase new range of playground equipment to encourage active, healthy lifestyles in pupil's free time, i.e. resources that each class bubble can use in their staggered breaktimes. Close monitoring of engagement for all pupils including analysis of vulnerable groups within school hours For activities to be developed alongside the progression and interests of the children All children to receive two hours of high quality PE teaching per week 	<ul style="list-style-type: none"> Walk to School (travel survey) Outdoor play equipment updates and to apply to a larger range of sports/activities Key skills such as throwing and catching are supported through active play and playtimes. Identify and set up support for SEND and vulnerable groups (These groups may have been particularly affected due to the Covid-19 pandemic with long spells of inactivity and lack of motivation to be active). PE allocated time for every year group, 2 hours per week. 	Resources for inclusive sports and playtime physical activity £500 and provision of throw/catch equipment £525 £500 cost towards tracking system and time to carry out monitoring £7,000	<ul style="list-style-type: none"> Children enthused and engaged in physical activity. Greater levels of motivation and enjoyment within PE lessons – children responding well to challenge within warm ups and lessons. Lunchtime games equipment has been well received and used. MSA's becoming more confident in leading games at lunchtime PE lessons delivered across all year groups. With the children attending school in the PE kits meant that the children were active for longer as they did not have to get changed. Teacher assessment will 	<ul style="list-style-type: none"> Current practise is embedded and routine with staff/pupils/clubs at playtimes and lunchtimes. Next steps to include the upgrading of larger playground equipment and the range of activities available to all pupils PE team and teachers to continue wrap around sport and activities including mornings, break time, lunchtime and afterschool clubs. Further develop the use of non-exercise activities (including

<ul style="list-style-type: none"> All teaching staff to understand and promote the use of movement throughout the school day 	<ul style="list-style-type: none"> Sports coach employed to support staff development within the teaching of PE Before and after school clubs will continue and data on who is attending will be analysed and acting upon to target vulnerable groups 	<p>£4391 (this is a proportion of salary beyond the school day)</p>	<p>identify children that need additional support in PE. Support will be put in place including direct invites to specific PE clubs. These vulnerable groups can be tracked throughout their school life.</p>	<p>Wellbeing /Forest Schools)</p> <ul style="list-style-type: none"> Encourage the use of the whole school grounds to support physical and mental health. Continue to monitor vulnerable groups and pupil engagement across all activities. TLR to be created to support leadership of PE to encourage continued levels of participation and extend opportunities for children to be involved in activities beyond the school environment.
<ul style="list-style-type: none"> To train and educate pupils in the advantages of cycling. To teach pupils how to cycle safely. To encourage pupils to make an active, healthy lifestyle choice when travelling to school. 	<ul style="list-style-type: none"> To enable all Yr 3/4 pupils to complete level 1 Bikeability training. 	<p>£120 supply cost for teacher to support with training</p>	<ul style="list-style-type: none"> All Year 3/4 pupils who are non-riders to be confident at riding a bike by the end of the course. All proficient riders to be confident at riding on the road. More pupils confident enough to then ride a bike to school regularly 	<ul style="list-style-type: none"> Continue with Bikeability for Years 3 and 4 but to also look at level 2 and 3 options for Years 5 and 6

Key indicator 2: The profile of PE, Sport and Physical Activity being raised across the school as a tool for whole school improvement				Percentage of total allocation:
				6%
Intent	Implementation		Impact	£1079
<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>
<ul style="list-style-type: none"> Jumpstart Jonny to continue to be used in class. 	<ul style="list-style-type: none"> Jumpstart Jonny will be used in classes for brain breaks. It will also be used, along with Joe Wicks PE workouts during lockdown. Additional contributions towards other subscriptions which are used in PE lessons (Hamilton Trust/Twinkl) 	<p>£219</p> <p>£235</p>	<ul style="list-style-type: none"> Children are more focused in class and concentration levels are higher. General levels of fitness and motivation for fitness are increasing following the lockdown and periods of inactivity. 	<ul style="list-style-type: none"> Subscriptions will continue next year as a resource to be used as and when needed or during inclement breaktimes. Twinkl planning support for staff who require it.
<ul style="list-style-type: none"> Action planning is linked to whole school needs and the SDP. There is alignment in how PE is assessed and reported against other curriculum areas. Schemes of work showing a clear pathway from KS1 to KS2. 	<ul style="list-style-type: none"> Establish systems for the monitoring of teaching PE. Time given for observations and learning walks to take place. On-going adaptations to PE lessons due to Covid-19. Regular adaptations to lessons to meet government guidelines regarding PE. PE Staff have ownership over the action plan and can articulate the aims of the plan and how it is successfully implemented 	<p>£500 cover costs</p>	<ul style="list-style-type: none"> PE staff are more confident in teaching a range of skills There are skills progression documents in place for PE from EYFS to Year 6 Action planning is in place and is used as part of the monitoring cycle to support the raising of standards across the school 	<ul style="list-style-type: none"> Use LA package to support staff with high quality CPD New School Action Plan to be written with specific focus on high quality PE teaching and provision Links to be made to leadership and other curriculum areas
<ul style="list-style-type: none"> Celebrate the children's success inside and outside of school. 	<ul style="list-style-type: none"> PE notices on the school Newsletter stating upcoming competitions, results and photos alongside the PE noticeboard in the hall. Successes celebrated in assemblies where certificates can 	<p>£125 towards subscription costs</p>	<ul style="list-style-type: none"> Increased participation in a variety of sports events throughout the year eg Sports Days x2 with parents as spectators Inspirational Para-Olympian visit linked with a sponsored 	<ul style="list-style-type: none"> Children, staff and parents are proud of the achievements of the children. Children become more aware of the variety of different sports available

	also be presented. <ul style="list-style-type: none"> • Messages sent to the parents of children who take part in the competitions via MarvellousMe. 		event which engaged both the pupils and the wide school community	when celebrating each other's successes. <ul style="list-style-type: none"> • Children encouraged to be more active and share their sporting successes.
<ul style="list-style-type: none"> • Participation in Sport England's Active Lives Children and Young People Survey leading to Healthy Schools rating. 	<ul style="list-style-type: none"> • PE HLTA to complete all necessary requirements to achieve the award. 		<ul style="list-style-type: none"> • Pupil voice opportunity to reflect on current PE lessons as part of the survey 	<ul style="list-style-type: none"> • Consult with pupils and staff regarding the spending of credits given on completion of the survey.

Key indicator 3: Increased confidence, knowledge and skills of all staff in teaching PE and sport				Percentage of total allocation:
				8%
Intent	Implementation		Impact	£1400
<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>
<ul style="list-style-type: none"> • To ensure P.E leader has up to date knowledge and receives advice on how to use of the Sports premium correctly. 	<ul style="list-style-type: none"> • Attend PE conference if possible this year and take advice from SScO. 	£1000	<ul style="list-style-type: none"> • Good understanding of up to date advice through attendance at the conference • Access to high quality CPD • Networking opportunities with other schools 	<ul style="list-style-type: none"> • TLR post to be created to support a new staff member taking on the role of PE lead following the resignation of the current lead.
<ul style="list-style-type: none"> • Ensure the outdoor environment is suitable for PE sessions as long as possible during the school year. 	<ul style="list-style-type: none"> • Ensure all equipment is regularly audited and maintained and field is used for the maximum amount of time 	£400 contribution to grounds work	<ul style="list-style-type: none"> • School field used longer than previously enabling classes/bubbles to have regular adequate space to play and take part in PE lessons. 	<ul style="list-style-type: none"> • Continue into future years to enable greater outdoor PE sessions and a wider range of activities.

Key indicator 4: Broader experience of a range of sports and activities offered to all pupils				Percentage of total allocation:
				11%
Intent	Implementation		Impact	£2000
<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>
<ul style="list-style-type: none"> Increase range of extra-curricular opportunities offered to pupils 	<ul style="list-style-type: none"> Review active before- and after-school clubs. Liaise with local clubs to promote continuity outside of school. Purchase of games equipment to support the running of clubs eg various racquets and nets, new netballs etc 	<p>£500 subsidy for children where identified</p> <p>£1500</p>	<ul style="list-style-type: none"> All children have had access to a variety of sports clubs including dance, musical theatre, netball, tennis, multi-skills, basketball, football, racquet club etc. Different children have attended different clubs – it is not the same children attending every club. Provision and adaptations were made to support inclusion for children with SEND within these clubs. PPG children were given first refusal at all clubs and largely were in attendance. Children in Year 6 attended a residential which included outdoor activities such as zipwire, climbing, canoeing etc. 	<ul style="list-style-type: none"> We will continue to look at our clubs offer next year in light of the departure of our current sports lead. Relationships will be brokered with sports coaches and companies where able.
<ul style="list-style-type: none"> To promote exercise through different forms like Forest Schools and gardening club. 	<ul style="list-style-type: none"> Children gardening and growing and eating crops that they have grown. Engaging pupils in non-sedentary activities in the nature area alongside supporting mental health and well being. 		<ul style="list-style-type: none"> Staff absence has made some of this difficult this year. The children benefit from being outdoors – our EYFS have trialed a more regular Forest Schools session this year to great effect – they have a keen knowledge of how to be safe outdoors but also 	<ul style="list-style-type: none"> We will look to develop the use of Forest Schools further across school next year by taking this into Year 1 and 2.

			a growing understanding of the wonder of nature	
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Key indicator 5: Increased participation in competitive sport				Percentage of total allocation:
				4%
Intent	Implementation		Impact	£800
<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>
<ul style="list-style-type: none"> For all children to engage in competitive sports, either as a member of their class, house or school team 	<ul style="list-style-type: none"> Attend Central Bedfordshire SSP events across Central Bedfordshire and local school events. Choose a range of year groups and children to attend. Opportunities for inter-house and inter-class competitions in school. 	£800 new netball kit (part sponsorship)	<ul style="list-style-type: none"> External competitions were not easy to join this year – Covid restrictions at the start of the year and then staffing implications at the end made it difficult to join events. Where possible we held inter-school competitions such as rounders matches to encourage competition. 	<ul style="list-style-type: none"> We will buy into the LA package next year which will include a number of competitions across the school plus transport to be able to attend these.

Plans for 2022-2023

- Development of Forest Schools across KS1
- Possibility of offering Mini Duke of Edinburgh awards
- TLR for PE lead – developing the role of the PE lead
- Bikeability – level 2 and 3
- Climbing wall or archery activities
- Developing CPD within school for PE – buy in to LA support package

Created by:



Supported by:



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