

# 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](http://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.**



## Details with regard to funding

Please complete the table below.

Total amount carried over from 2019/20	£ 4375
Total amount allocated for 2020/21	£ 17,230
How much (if any) do you intend to carry over from this total fund into 2021/22?	£ 0
Total amount allocated for 2021/22	£ 17,230
Total amount of funding for 2021/22. To be spent and reported on by 31st July 2022.	£ 17,230

## Swimming Data

Please report on your Swimming Data below.

Meeting national curriculum requirements for swimming and water safety.  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. <b>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</b>	N/A
What percentage of your current Year 6 cohort swim competently, confidently and proficiently over a distance of at least 25 metres? <b>N.B.</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. Please see note above	N/A
What percentage of your current Year 6 cohort use a range of strokes effectively [for example, front crawl, backstroke and breaststroke]? Please see note above	N/A
<b>What percentage of your current Year 6 cohort perform safe self-rescue in different water-based situations?</b>	N/A
Schools can choose to use the Primary PE and sport premium to provide additional provision for swimming but this must be for activity <b>over and above</b> the national curriculum requirements. Have you used it in this way?	N/A

## 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.

<b>Academic Year:</b> 2021/22	<b>Total fund allocated:</b> £17,230	<b>Date Updated:</b> July 2022		
<b>Key indicator 1:</b> 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: 6.16%
<b>Intent</b>	<b>Implementation</b>		<b>Impact</b>	
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:
Pupils with developmental co-ordination needs continue to receive tailored support to improve motor coordination, gaining confidence and maximising participation in all curriculum subjects.	<ul style="list-style-type: none"> <li>Learn to Move intervention planned and delivered as 'Pirate Club' by specialist TA; Learn to Move principles applied in PE lessons in class.</li> </ul>	£378	Children were selected by specialist TA and class teacher based on previous assessments or observations of areas of need. Children with a physical area for development had a support plan and a physical development target. Evidence from the terms attendance so far shows that children are making progress and have either reached their target (green) or are working towards (orange). Targets are shared and written by Specialist TA and Class Teacher and reviewed by them also. This helps to ensure their personal physical target is developed in intervention time, PE lessons and in general class time, where possible.	Regular meetings / feedback with specialist TA. Look at 'Learn to Move' targets and 'Intervening for success' tracker over the last academic year, and continue to work on the targets if new ones are not ready to be tackled in the next academic year 2022-2023.

<p>Pupils with a lower physical fitness continue to receive tailored support to improve their fitness.</p>	<ul style="list-style-type: none"> <li>Physical fitness intervention planned and delivered by PE lead to support in lessons.</li> </ul>	<p>Free</p>	<p>Children were selected by PE lead through the use of a pupil survey. Children who didn't take part in as much or any physical activity were identified and targets were agreed with the class teacher and added to the child's support plan. Evidence so far shows that children are making progress and have either reached their target (green) or are working towards (orange). Targets are shared and written by PE lead and Class Teacher and reviewed by them also. This helps to ensure their personal physical target is developed in intervention time, PE lessons and in general class time, where possible.</p>	<p>Regular meetings / feedback with PE lead. Continue to work on the targets if new ones are not ready to be tackled in the next academic year 2022-2023.</p>
<p>Enhance active outdoor learning further with an emphasis on wellbeing and health as well as physical development.</p>	<ul style="list-style-type: none"> <li>We have taken the opportunity to repair our outdoor equipment to allow children to continue to develop their wider range of outdoor games. This will help with their mental health and well-being.</li> <li>We have increased opportunities for all children to be physically active during the school day through the procurement and use of outdoor play equipment.</li> </ul>	<p>£684</p>	<p>Intended impact is that children will get more use out of the outside equipment which hasn't been able to be in use due to needing repairs. This will help with pupils re-engagement and contribute to more physical activity.</p> <p>Pupils have engaged with a wider range of play opportunities during break and lunch times.</p>	<p>To maintain use of equipment throughout the academic year 2022-23. A playground rota will be used for some of the larger equipment, to ensure staff are confident in using the equipment (training can be provided for this).</p>

Key indicator 2: The profile of PESSPA being raised across the school as a tool for whole school improvement				Percentage of total allocation:
				0.63%
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:
KS2 pupils to further develop their confidence in sports leadership skills. KS1 and YR pupils participate in Skills 2 Play activities with enjoyment and enthusiasm.	Continue to develop the role of sports leaders for KS2 pupils through the 'Skills 2 Play' initiative.	£30	Sports Leaders (in Y4) continue to operate at playtimes and revise the games on the playground weekly. Observations of children by staff show that children enjoy the games but support is being given by PE Co-ordinator to help Sports Leaders with their Leadership skills and to ensure children across all year groups participate and to ensure the games provide a good level of challenge.	Regular meetings with Sports Leaders to gather feedback on how the organised games are working. PE Co-ordinator to model and demonstrate how to lead certain games.  Use Sports Leaders with stronger leadership skills as role models for the others and possibly children from other year groups. Sports Leaders to visit classrooms and ask children about what games they would like to see on the playground for next term/ year. Update Playground Rota in light of this.  Seek to begin a new process of selecting 'Sports Leader' for next academic year – application form. Inform pupils for next academic year about applying to be a 'Sports Leader'. Inform through a school assembly about the application process and what the job involves. Sports Leaders from this year can share what they have done/ learnt

Sports Day involves sports leaders from Y4 and ensures full participation from all members of the school community	<p>To plan and deliver an effective and successful Sports Day, engaging older pupils in the role of Sports Leaders.</p> <p>To develop leadership skills in other whole school contexts inclusively, building upon the teaching from sports leadership input.</p>	£80	<p>This took place on 21 June 2022.</p> <p>Sports Leaders successfully helped to lead Early Years and KS1 Sports morning and play a key role in planning and delivering sports activities for KS2 sports afternoon. KS2 pupils have developed leadership skills and a wide range of pupils have been able to access these opportunities.</p>	Continue with revised format to include more inclusive activities.
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Key indicator 3: Increased confidence, knowledge and skills of all staff in teaching PE and sport				Percentage of total allocation:
				54.7%
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:
High quality planning and teaching of PE and games in place across the school, also enabling CPD for class teachers.	Specialist PE teacher to teach gymnastics and/or dance to all classes, on a rota basis, for one morning per week, and to deliver games for KS1 and KS2 one morning per week in collaboration with class teachers and acting as a mentor and trainer to Class Teacher and TAs.	£9143	Assessment evidence indicates continued rapid progress in PE for all pupils across each year group and in all aspects of the subjects. Teacher and support staff confidence in teaching PE remains high.	<p>Continue to seek Teachers' feedback for areas of CPD for next academic year and use this information to plan where PE Specialist can be best used. Teachers' shared practice from observed lessons and any resources/ notes/ evidence they have with other staff and upload onto 'Google Drive' where possible. Review deployment of specialist teacher to maximise CPD impact.</p> <p>Plan dates for assessing PE</p>

				(sampling) for 2022- 2023. Review and monitor PE assessments for this academic year. Maximise access to CPD through making best use of 'Get Set 4 PE' CPD resources.
Assessment of PE is moderated and quality assured across the school leading to maximised progress in PE for pupils at all levels of achievement.	Dedicated leadership time for PE Subject Leader		The new Progression Map for PE ensures that all pupils have consistently high levels of access to a systematic, structured and progressively planned curriculum. All teachers have completed end of year assessments for 2021-2022 based on the year so far. Get Set 4 PE scheme has been used to make these assessments.	Review and monitor PE assessments from last year (2021-2022) and identify key areas of development across the school as a focus for the 22-23 academic year. Continue to ensure coverage and progression using the new progression documents. Focus on key vocabulary in PE for 2022-23. Plan dates for assessing PE (sampling) next year, where possible.
High quality planning and assessment of PE across the school to improve progression across all disciplines.	Continue subscription to PE online scheme of work 'Get Set 4 PE' to be used by all teachers and support staff to plan and assess pupils	£275	All teachers have continued to use Get Set 4 PE effectively, continuing to deliver high quality lessons that link to the progression maps created for this academic year. Staff have also used this for their assessments.	Use subject leadership time for lesson drop ins and sampling next academic year, using the Trust wide 'developmental dialogue' approach.  Continue to monitor Get Set 4 PE assessments online and ensure staff are confident in assessing each area.
<b>Key indicator 4: Broader experience of a range of sports and activities offered to all pupils</b>				Percentage of total allocation: 36.2%
<b>Intent</b>	<b>Implementation</b>		<b>Impact</b>	
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>Enhance active outdoor learning further with an emphasis on wellbeing and health as well as physical development.</p>	<p>Forest School Specialist Teacher to teach Forest School 'active curriculum' to all children in Reception and year 1 - one a half day a week with support of teaching staff in Reception and year 1. Specialist Teacher mentoring teaching staff during this programme.</p> <p>Forest School Specialist and member of teaching staff to run a lunchtime club for children in Year 3 and 4.</p>	<p>£4590</p>	<p>Teachers (Yr R and 1) and Specialist teacher initially assessed children using a resilience ladder and Leuven Well-being 'criteria'.</p> <p>All children across year R and 1 progressed by at least 1 step on these criteria and the class teachers have noted benefits to pupils' resilience in classroom as well as outdoor learning settings.</p> <p>The key children who were identified by the class teachers all made progress in their resilience and this really supported their learning in class.</p>	<p>Evidence of children's learning – photographs, video and teacher observations shared with staff across the school and where possible, uploaded onto 'google drive'. Long term plan for FS provision to be re-defined during 2022-23.</p> <p>Continue to offer a 'Forest School's' club for the next academic year.</p> <p>Seek further opportunities to offer 'Forest School' to children in other year groups who haven't had the opportunity.</p>
<p>Further enhance children's ability to ride a bike and stay safe –on the road and in the community.</p>	<p>Bikeability course for children to ensure they reach the required national standard.</p>	<p>Free</p>	<p>100% of children across KS2 who attended the bikeability course passed the course, therefore reaching the national standard.</p>	<p>To be able to continue to offer this programme in 2022 – 2023 to KS2 children.</p>
<p>Enhance children's skills and learning in Cricket in KS2, also CPD for Teachers.</p>	<p>Cricket coaches to work with Class Teachers to deliver Cricket skills sessions to KS2.</p>	<p>Free</p>	<p>Assessments and observations of sessions show that children had good levels of engagement with this sport. Attainment was also high, with 80% of children working at the expected level or above in games generally by the end of the year. Children's social skills and understanding of team play and spirit had also developed as a result of these sessions – evidenced</p>	<p>To be able to offer this programme in 2022 – 2023. To ensure progression – share assessment and build on these skills for the current year 2 pupils soon to be year 3 and Year 3 pupils soon to be Year 4 in 2022-2023. To offer a cricket festival with Hayeswood and Colehill First</p>

			by teachers observations. Cricket equipment has been purchased to continue to deliver high quality cricket coaching.	Schools in 2022-3. Teachers share practice and resources to help coach their colleagues.
Enhance key children's wellbeing and health across the school	'Mindfulness Me Empowerment', led by external professional, including pupils whose engagement in PE and extra curricular sport / physical opportunities is below typical.	£1650	All children involved have made progress with processing their feelings and developing their mindfulness techniques. Children's social skills and understanding of team play and spirit has also developed as a result of these sessions – evidenced by teachers observations.	To be able to offer this programme in 2022 – 2023 and target more key children across the school. Continue to focus on improving engagement for the minority of pupils who are reluctant.

Key indicator 5: Increased participation in competitive sport				Percentage of total allocation:
				2.3%
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:
Pupils of all ages access inter-school friendly competition in a range of sports, and gain positive benefits from participation.	Participate in a core package of inter-school competition through the 'Wimborne Area Sports Partnership'.  Offer opportunities for intra-competition at school.	£400	<u>Due to Covid -19</u> , the Wimborne Sports Partnership didn't organise any events this year.  Some intra competitive opportunities were planned but due to <b>Covid-19</b> measures these were not fully realised.	Continue to liaise with Wimborne Area Schools to ensure similar events/ opportunities continue in the future.  Liaise with SGO to ensure all applicable events are advertised and attended, where possible.  Organise a programme of inter-school competition with Hayeswood First School. Host mini festivals, year group by year group, at each other's schools.

Signed off by	
Head Teacher:	Andrew Turrall
Date:	19 July 2022
Subject Leader:	Callum Hayes
Date:	19 July 2022