

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 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	£
Total amount allocated for 2020/21	£16,420
How much (if any) do you intend to carry over from this total fund into 2021/22?	£13,772
Total amount allocated for 2021/22	£16,420
Total amount of funding for 2021/22. To be spent and reported on by 31st July 2022.	£30,192

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>N/A</p> <p>As first school within a trust including middle schools – who are more able to teach swimming, swimming is not taught at our school.</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 2020.</p> <p>Please see note above</p>	<p>N/A</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>N / A</p>
<p>What percentage of your current Year 6 cohort perform safe self-rescue in different water-based situations?</p>	<p>N / A</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?

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: 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:	
			64%	
Intent	Implementation	Funding allocated:	Impact	Sustainability and suggested next steps:
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:		Evidence of impact: what do pupils now know and what can they now do? What has changed?:	
Further develop the activities and opportunities on offer at playtimes.	Playground being enlarged and including a flat, multi-sport teaching and play space. Building is currently in process and is set to be ready for September	£19,101	Observations and assessments of children indicate that newly acquired resources are positively impacting stamina, and other physical dexterities such as balance and core strength as well as general physical coordination. Photographs available Discussion during pupil voice afternoons logged regarding suggestions from children and why they have chosen it.	Equipment will be installed in August and will improve the quality of the teaching and play space (no longer on a slope, improved surface - 3G). Pupils will gain confidence and maximising physical participation during lessons and play times. Positive structured play will engage a greater number of children having a strong impact on physical activity. Larger percentage of children involved in physical activity during playtimes, increasing daily physical activity.
Children to have a greater range of active games to play at playtime.		£261	Children engaging in physical activity 30 minutes a day	

	-New equipment bought using pupil voice to enable children to engage in stimulating activities			Basketballs, Footballs, skipping ropes have all been very successful. Further development - using pupil voice and ambassadors to encourage and run activities at playtimes (sports leaders).
Key indicator 2: The profile of PESSPA being raised across the school as a tool for whole school improvement				Percentage of total allocation: 0%
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:
Make sure everyone in the school is aware of the value of physical education and sports, and encourage all students to strive to participate in sporting events.	<p>- Sporting achievements and attendance at local fixtures promoted on school website and in newsletter.</p> <p>-Website and newsletters and events will raise the profile of PE and Sport for all visitors and parents.</p> <p>-Create achievement certificates for all children's personal achievements at sports afternoon to be given out in Worship.</p> <p>-Weekly award of a sports champion in celebration worship, decided by class teachers and coaches.</p>	N/A	<p>Increase of students celebrating sporting triumphs at school.</p> <p>Parents and children are aware of upcoming activities and enthusiastic about them.</p> <p>Children are happy to share their athletic accomplishments during Celebration worship</p> <p>Every child participated in every type of race, and they all participated in every activity.</p>	<p>Continue to celebrate children's sporting achievements.</p> <p>Invite a wider range visitors into school to share their sporting achievements with the children now we no longer have COVID restrictions.</p> <p>Engage in National School Sports week activities next year.</p>

<p>Sports Day involves full participation from all members of the school community.</p>	<p>Athlete visit through collaboration with Sports for Champions charity.</p> <p>-To plan and deliver an effective and successful Sports Day.</p> <p>-Stickers to be handed out on Sports Day</p>	<p>N/A</p>	<p>High levels of excitement from parents and children as they were knowledgeable and excited about the upcoming Sports Day. First one with parents and the community in 2 years.</p> <p>Parents and children excited after the event as noted in comments made to the Headteacher on the gate/ via email.</p> <p>Children were excited and motivated at the chance of competing on Sports Day. This was celebrated on the day and in Celebration Worship with links made to our school learning behaviours.</p> <p>All race winners named and celebrated in weekly newsletter</p>	<p>Reintroduce Sports Leaders from other schools in the community to support Sports Day. This will demonstrate leadership and aspiration for our pupils.</p> <p>Reintroduce Sports Leaders course. Cancelled this year due to COVID.</p> <p>Liaise with Preschool for further opportunities for Sports Leaders to help plan and/or deliver sporting activities for Pre-school</p>
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<p>Key indicator 3: Increased confidence, knowledge and skills of all staff in teaching PE and sport</p>				<p>Percentage of total allocation: 10%</p>
<p>Intent</p>	<p>Implementation</p>	<p>Impact</p>		
<p>Your school focus should be clear</p>	<p>Make sure your actions to</p>	<p>Funding</p>	<p>Evidence of impact: what do</p>	<p>Sustainability and suggested</p>

what you want the pupils to know and be able to do and about what they need to learn and to consolidate through practice:	achieve are linked to your intentions:	allocated:	pupils now know and what can they now do? What has changed?:	next steps:
For all teaching staff to implement a broad and balanced physical education curriculum for all students by upgrading knowledge, boosting self-assurance, and ensuring progression.	- Purchase of a PE scheme of work, 'Get Set for PE' to support the delivery and progression of skills including Dance, Team building, Gym, athletics and outdoor physical activities.	£275	More confidence and improved subject leadership abilities will help the subject leader guide professional development for the entire staff. Teachers are more confident in their ability to teach a comprehensive and balanced curriculum that is well-sequenced and demonstrates advancement in accordance with WAT progression maps and medium Term Plans.	Continue to purchase the scheme and select relevant training for staff from the offer. Continue to seek teacher's feedback on areas of PE they would like to receive further training.
High quality planning, teaching and assessment of sports, enabling CPD for teachers.	-Football coaches led a sequence of sessions for each class allowing CPD for class teachers. (Autumn and Spring) -Multisports coach modelling delivery of 'Get Set for PE', teaching children and supporting CPD of teachers across a range of learning units. (Summer)	£1,790 £951	Sessions took part throughout 21/22. A change of CPD partner led to increased positive comments about the coaching sessions' professionalism, the events, and how they feel they are developing new skills in areas outside of their comfort zones have come from the personnel. Sharing best practises across teaching staff that boosts subject knowledge and self-assurance	Physical Elements of competence, knowledge and understanding to progress as the children leave EYFS and into the National Curriculum. School wide, new suggestions of physical education opportunities under consideration. Suggestions such as role models (sharing adult activity), whole school exercise times and further competitive team sport.

			The physical literacy elements of motivation and confidence of EYFS children has improved.	
Key indicator 4: Broader experience of a range of sports and activities offered to all pupils				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:
Improve active outdoor learning by putting more of an emphasis on mental and physical wellness as well as physical growth.	<p>-With the assistance of the teaching staff in Reception, the Forest School Specialist Teacher will teach the Forest School "active curriculum" to all of the Reception students throughout the year (2 hours per week)</p> <p>-A Forest School Specialist Teacher will work with KS1 and KS2 teaching staff to provide two, two hour sequences in the autumn and summer term (12 x 1 hour sessions in total). During this programme, a specialist teacher is mentoring the teaching staff.</p>	<p>£2,380</p> <p>£103</p>	<p>An evaluation of the children's physical development, both gross and fine, was done before and after Forest School and revealed an improvement. The results also showed an improvement in the students' mental health and involvement.</p> <p>Teachers in the classroom report that students' focus, concentration, and teamwork abilities have improved along with their greater resilience to other physical and academic challenges during and after participating in Forest School.</p>	Photos, films, and parent communication that have been shared with staff members around the school serve as proof of the students' learning. Particularly if the space is used outside of designated "Forest School" hours.

	<p>-Equipment for all children to gain full use of Forest School eg. buckets, trowels, nets etc..</p> <p>-Relax kids club focussed on mental wellbeing</p>	£95	<p>Families at our school value outdoor learning opportunities very highly, this has had a good effect on student wellbeing and also helped to refine the schools vision.</p> <p>Teachers have supported students' mental health and wellness at school all academic year long by using the Forest School space and activities discussed during CPD.</p>	
<p>To resource a range of sporting activities available at both break times and in lessons.</p>	<p>Purchase of equipment to replace/refurbish: football, basketball, netball, tennis, rugby</p>	£1151.80	<p>Yet to be seen, delivery to be taken ahead of September '22</p>	<p>Training for play leaders to manage the equipment available at breaktimes and support the games being played.</p> <p>Continued use of expert coaches for teacher CPD.</p>
	<p>Purchase and installation of a climbing wall</p>	£65.98	<p>Yet to be seen, delivery to be taken ahead of September '22</p>	<p>Install then train the children in how to use safely at break times, support staff with monitoring and managing health and safety around use.</p>
<p>To maintain new equipment in a way that will protect its longevity and the long term impact of the above purchases.</p>	<p>Purchase of two new storage sheds</p>	£1,151.98	<p>Yet to be seen, delivery to be taken ahead of September '22</p>	<p>Install then train the play leaders in how to use appropriately to set up games and encourage active participation from others.</p>

Key indicator 5: Increased participation in competitive sport				Percentage of total allocation:
				0.1%
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:
More opportunities to access and engage children in competitive sport and local competitions and gain positive benefits from participation.	Confirm attendance/pay entrance fees for WASP sporting events. Ensure adequate/appropriate staffing arrangements are made and dates for events are in the school calendar and on the school website well in advance.	£30 (1 KS2 team)	Year 3/4 commented on how they enjoyed taking part in this years Rugby competition. How it made them feel proud to represent the school and how they would like to be able to take part in more events. Photos were shared on our school website and newsletter.	Now that we are out of COVID restrictions, continue to liaise with Wimborne Area Schools to ensure similar events/ opportunities continue in the future. Continue to liaise with SGO to ensure all applicable events are advertised and attended, where possible. Work towards achieving the various award levels in the future. Begin to host local events with other schools now that we will have the resources to do so.

Signed off by	
Head Teacher:	Mike Wheeler
Date:	21/7/22
Subject Leader:	Mike Wheeler
Date:	21/7/22

Governor:	Zoe King
Date:	22/7/22