

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	£5,543.86
Total amount allocated for 2020/21	£25,132
How much (if any) do you intend to carry over from this total fund into 2021/22?	£17,485.36
Total amount allocated for 2021/22	£28,078
Total amount of funding for 2021/22. To be spent and reported on by 31st July 2022.	£45,563.36

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. 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	
What percentage of your current Year 6 cohort swim competently, confidently and proficiently over a distance of at least 25 metres? 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. Please see note above	63%
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	63%
What percentage of your current Year 6 cohort perform safe self-rescue in different water-based situations?	63%

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/ No

Children are booked on to take part in intensive Summer Holiday Swimming for those that didn't meet the NC in Year 4 and 5.

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: £25,132		Date Updated: 19.07.22	
<p>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</p>					Percentage of total allocation: 15%
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 replenish the range of equipment for all children to access at playtimes and in lessons for both Key Stages.	Monitor equipment and keep stocks high in both outside storage boxes. School Council shared ideas that were given by all children from Reception to Year 6.		£130.50	More children are able to join in, making all games more inclusive. This includes both the lesson and both break times. The children's voices have been listened to and acted upon. They are supporting the school's PE provision.	To allocate an amount for the outdoor sports equipment/ playtime resources. School Council to collect information on what children would like to see ready for next year.
To raise the physical activity within school on a daily basis. This is to include all year groups. This is a focus point after the Pandemic and children spending a lot of time at home.	Daily Mile Initiative		Free	All classes take part in the Daily Mile. This can be completed in the morning or afternoon. Children have noticed the difference in their fitness since starting the initiative. They understand what it means to keep fit and stay active. Most children now enjoy this as part of their daily routine.	The Daily Mile will continue next year with a Timetable for classes so this has more structure as we move into the next school year, making sure each class get outdoors and keep active.
	Active Maths		£575.00	Maths can be active and they can learn as they do. Reaching those	KS1 to try and include an Active Maths lesson to show

<p>To provide a range of extra-curricular clubs to all year groups. For children to be able to access Before and After School Sports Club. Introducing a range of clubs, giving them each an opportunity throughout the year.</p>	<p>To hold a meeting at the start of the year to plan such clubs in order to provide a balance for all children. The children are to complete a Pupil's Voice at the start of the year to select choices of clubs made available to them. Some of which they may not have tried before. Review this at the end of every half term. Discuss groups and progress with the relevant staff holding the clubs. A register is to be completed for each club to monitor numbers and change in interests.</p>	<p>Edstart £1920</p> <p>Cheerleading/ Dance and Drama ASC £75.00</p> <p>Karate BSC £1,055.00</p>	<p>daily targets where possible.</p> <p>All year groups are given the opportunity to join a Before and After School Club. Edstart have provided an ASC for a range of year groups. The clubs have been chosen from the Pupil Voice that was collected from each individual year group.</p> <p>Cheerleading- Dance and Drama ASC was very popular and a performance was then delivered at the end of the term for all children in the school to watch and see their achievements. This gave children a sense of pride and accomplishment as they put their new skills into practice. Children who do not always partake were able to join in and find a new confidence over the given weeks. Reaching personal targets.</p> <p>In Karate, Assemblies and Taster sessions were arranged as part of our on-going partnership with Kaizen-Do-Karate to add interest to the Sport and to enhance their learning on the skills and discipline required.</p>	<p>consistency throughout school. All children will then understand the expectations as they move through school and how it works.</p> <p>All children will be a part of the selection for Before and After School Clubs. All children who wish to take part in a club will have the opportunity to do so during the school year.</p>
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Key indicator 2: The profile of PESSPA being raised across the school as a tool for whole school improvement				Percentage of total allocation: 4.4%
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:
Pupil's Voice- Children are to have a say in the provision they would like to see across school. This includes both lessons and Before and After School Clubs. They should be aware of the different sports that can be made available to them and make a choice.	Pupil Voice Forms for each individual child in the school. Children in EYFS and KS1 to be supported when completing the form.	n/a	Children now know about other clubs made available through RBSGP and Edstart. They are a part of the process. The clubs are now chosen specifically for them and through them as opposed to staff making that decision for them.	This is to be completed for next year to plan the provision and extra- curricular clubs.
Playground Pals- For the children in Year 6 to carry out Playground Pals for EYFS and KS1 during break time.	Staff to train Playground Pals in order for them to carry out their duties at break times. Children will be given allocated places to support children in and around the grounds. They will each wear a Playground Pal hat so that children know who to seek.	Due to earlier Covid Restrictions. Staff at school delivered the training this year.	Children in EYFS and KS1 kept active during their playtime. Year 6 knew to include those that may struggle during this time and methods in how to engage them. Children learnt new games and also built friendships with their older peers. This also helped with their social and communication skills.	RBGSP to deliver training for the next group of children who will become Playground Pals.
All classes to ensure they meet the requirement of two hours of Physical Education.	All year groups have at least two hall slots for PE. This can also be delivered outside, dependent on the weather.	n/a	Children are aware of the two lessons expected throughout the week. They will carry out the sports recommended to each year group.	To monitor the lessons being delivered to ensure a wide range is being carried out throughout the year. To make sure that staff communicate any areas they feel they would like support in. This way, the

<p>Staff to complete CPD training in school.</p>	<p>This will be carried out by the relevant coaches in a chosen area of sport.</p>	<p>Edstart £1,128.00</p>	<p>Staff are given training on different areas in PE. This is decided as a collective, ensuring that all staff have some level of CPD of their choice. Children are then getting the optimum standard of PE in each lesson. Staff are aware of any updates, new rules and guidelines. They can also take this chance to refresh their ideas and think of new and innovative ideas in which to deliver their lesson.</p>	<p>relevant training can be planned accordingly.</p> <p>A meeting is held with the external providers at the end of the year to discuss the plan for provision for the following year. The PE Co-Ordinator, staff and coaches will then communicate throughout to ensure it is all going to plan, giving feedback to all included where possible.</p>
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Key indicator 3: Increased confidence, knowledge and skills of all staff in teaching PE and sport				Percentage of total allocation:
				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:
<p>CPD training to be delivered at the start of the academic year. A Teacher Mentoring programme to then be delivered by Edstart also.</p> <p>This year staff selected Gymnastics, Physical Literacy and Invasion Games.</p> <p>Edstart to teach and deliver two full days of PE. This will ensure all children and staff take part in one PE lesson a week with an Edstart Coach.</p> <p>Courses are made available to staff through RBSGP</p> <p>PE Co-Ordinator to attend meetings (both on Zoom and in person) with RBSGP</p>	<p>This will be carried out during the PE lesson. Edstart coaches will deliver a part of the lesson, the following week staff will deliver that same part followed by the coach. By the end of the programme, staff will have completed each part in sections and then the whole lesson under guidance of the Coach.</p> <p>A coach will deliver lessons on both Monday and Friday. Each year group will be allocated a time slot.</p> <p>This is given to staff for them to choose individually.</p> <p>To keep in contact and liaise with Emma Mooney and Julie Roberts from RBSGP.</p>	<p>As above</p> <p>See Sports Fund Financial Year 2020-2021 (Edstart)</p> <p>£2,460.00 (Edstart)</p> <p>£700</p> <p>Included in the above price.</p>	<p>Children are shown a wide range of skills. They are given access to new warm ups, competitive games and staff are then able to deliver this separately with the training that has been given to them also. It is important that children see adults are always learning too.</p> <p>Children will be taught from different professionals who both have different qualities to offer and share with one another.</p> <p>Staff are able to further their training and deliver new and interesting lessons that keep the children engaged throughout. Enticing more children to participate and join in. To be able to meet and share ideas with other PE Co-ordinators.</p>	<p>For CPD training to continue. This works well at the start of the year as staff can have support and plan their PE lessons to suit. This is made possible with the funding allocated.</p> <p>This to be confirmed depending on PE Premium next year and what is affordable thereafter.</p> <p>To circulate the new list of courses ready for next year.</p> <p>Communicate with relevant people. Speak with other schools within the borough.</p>

Key indicator 4: Broader experience of a range of sports and activities offered to all pupils				Percentage of total allocation: 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:
Additional achievements: Well- Being Group- Mental Health	A Well Being Group was carried out to all classes after the Pandemic. This allowed them to discuss emotions and other life skills through the means of Sport.	£250.00	Children were discussing their emotions and labelling them. They then had the chance to reflect at the end of the lesson. Throughout the sessions children developed an understanding of the core life skills and how to apply these to a range of sporting and social situations.	Children's well-being will be closely monitored. Looking at other ways in which to incorporate this through sport and exercise.
Bikeability (Y6) and Learn To Ride (Y1)	Nationwide Cycling Academy to provide and deliver this with each class.	n/a	Children in Year 1 are now able to ride a bike. Some of them are able to do this without stabilisers within the same lesson. Year 6 are aware of how to be safe when out on the roads and can list hazards that maybe around them.	This has been booked for next year for both Year 1 and Year 6.
Increased number of Multi-skills extra-curricular clubs to cover a wider range of sports rather than focus on just the one area.	Edstart, RBGSP to deliver as planned.	Edstart and Cheerleading/ Drama (see above) £540.00	Children have taken part in new clubs that they have chosen. They have tried them and can make an informative decision if they enjoyed this club.	To continue with extracurricular clubs and try to include more Before School Clubs and Lunch time clubs where possible.

<p>Karate Before School Club- To continue to encourage discipline and respect. To then carry this out in their everyday life. Thinking about the wider ethos of the school.</p>	<p>Kaizen- Do- Karate to deliver on a Tuesday Morning. Taster sessions and an assembly to be carried out.</p>	<p>£1,055.00 (*included in other overall percentage)</p>	<p>Reception were given the opportunity to take part in a Taster session within school. Letters then went home for children to register to the BSC. The assembly also reminded those who enjoyed it before and might like to try it again.</p>	<p>This is monitored and the PE Co-Ordinator is in regular discussions to create new ideas and content ready for the next year.</p>
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<p>Key indicator 5: Increased participation in competitive sport</p>				<p>Percentage of total allocation: *already included</p>
<p>Intent</p>	<p>Implementation</p>		<p>Impact</p>	
<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>
<p>To be able to encourage children to take part in competitive sports outside of school. To also highlight those who have a talent and should pursue this where possible. It also gives a chance to those children who may not enjoy all sports as there is so much choice for all, some of which are aimed towards SEND children, giving them a supported environment to allow them to do so.</p>	<p>Children are given opportunities to take part in competitive sports as part of the RBSGP membership (School Games). This year children from Years 4, 5 and 6 took part in a Cross Country Competition with other schools. This was their first competition since the Pandemic. *We had also entered other competitions but due to the rise in Covid and class closures we were unable to attend all as planned.</p>	<p>Included in the RBSGP membership.</p>	<p>Children are able to understand what they are capable of and how to achieve this. They are given the opportunity to represent their school and receive acknowledgement for all they have achieved this far. It gives them purpose and allows them to practise their new skills. Some children may then take this up as a Sport outside of school.</p>	<p>To look at other competitions throughout the school year as restrictions ease and school are able to transport children to and from different venues.</p>

Signed off by	
Head Teacher:	Matthew Hopkins
Date:	20.07.22
Subject Leader:	<i>Becky Ogden Thomson</i>
Date:	19.07.22
Governor:	S Carrington
Date:	20.07.22